



BILTON GRANGE

PREPARATORY SCHOOL

Disability Policy and Accessibility Plan

January 2023

BILTON GRANGE SCHOOL DISABILITY POLICY AND ACCESSIBILITY PLAN 2021 – 24

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INTRODUCTION

This document contains two key parts: The overarching Disability Policy and the Accessibility Plan 2021-2024. It applies both to the acceptance of pupils and the employment of staff.

It takes into account:

- The Equality Act 2010 and the United Nations (UN) Convention on disability rights. (NB: The Equality Act replaced the Disability Discrimination Act 1995).
- The Children and Families Act 2014 (Transitional and Saving Provisions) (Amendment) (No.2) Order 2014 as amended by the Children and Families Act 2014 (Transitional and Saving Provisions) (Amendment) Order 2015.
- The Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 -25 years updated May 2015

In respect of pupils, it is to be read in conjunction with the Bilton Grange Learning Development Policy (No 16), Admissions Policy (No 53) and Equal Opportunities Policy (No 41).

In accordance with Schedule 10 of the Equality Act 2010 (Accessibility for disabled pupils), the school is required to have an accessibility plan under review which addresses how Bilton Grange:

- Plans to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- Can improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the school; and
- Can improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

STATEMENT OF INTENT

1. **Duty towards those with disabilities**

Bilton Grange recognises its duties towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned Bilton Grange recognises its non-discrimination and planning duty under Schedule 10 of the Equality Act 2010 and Section 19 of the Children and Families Act 2014.

2. **BG as a mainstream school**

Bilton Grange will take children from a wide range of backgrounds and abilities, but they must be able to access the full academic curriculum in order to get the most out of the Bilton Grange experience. As part of its regard for the welfare of all its pupils Bilton Grange must feel reasonably sure that it will be able to educate and develop each prospective pupil to the best of his or her potential and in line with the general standards achieved by that 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 adult.

3. **Commitment to educate the 'whole child'**

A central part of Bilton Grange's philosophy is that it seeks to offer more than a merely academic education, and strives to develop excellence in a wide range of fields such as music, drama, and sport. Bilton Grange accordingly expects its pupils to take part in such activities to the best of their abilities and regards the willingness and ability to do so as part of its admissions criteria. These admissions criteria must continue to be met throughout the pupil's time at the School.

4. **Disclosure of disability information**

Bilton Grange requires parents to complete a form giving details of any learning difficulties, disability or other medical condition/need in respect of a prospective pupil known or diagnosed at the time of application. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.

5. **Making reasonable adjustments**

Where it is possible to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Bilton Grange and to satisfy the admissions criteria outlined above, the School will make such adjustments as it considers reasonable. The School will seek to make such changes on an anticipatory basis.

Disability Policy

1 Aims of this Policy

- 1.1 To afford opportunity to pupils (including prospective pupils) and employees who have a disability. (Whilst this policy is clearly focussed on pupils, where appropriate it equally applies to employees.)
- 1.2 To ensure compliance with the UK Equality Act 2010 and the Disability Discrimination Act 2005.
- 1.3 To have regard to the Special Educational Needs and Disability Code of Practice: 0 -25 years issued by the Department for Education and Department for Health valid from April 2015.

2 Policy Statement

Bilton Grange will –

- 2.1 Maintain and drive a positive culture of anti-discrimination towards disabled people.
- 2.2 Train staff to understand the types of disabilities and how to meet the needs of employees and pupils who have disabilities.
- 2.3 Adopt user-friendly procedures for considering admissions from parents of disabled children
- 2.4 Fulfil the statutory duty to prepare and keep up to date an Accessibility plan, with the aim of increasing the accessibility of the School's curriculum, improving the physical environment of Bilton Grange and improving access to information for our employees, pupils and prospective pupils.
- 2.5 Implement and review the Accessibility Plan annually.
- 2.6 Keep under review the Bilton Grange's Admission Policy, LDD Policy, Equal Opportunity and Anti-Bullying policies in line with the relevant statutory legislation and guidance.

3 Disability – Definitions:

A disability is a 'physical or mental impairment which has a substantial and long- term, adverse effect on their ability to perform normal day-to-day activities' (**Equality Act 2010**).

By way of further explanation –

- 3.1 Physical disability includes medical conditions for which a person needs to use a wheelchair, cerebral palsy or brittle bones.
- 3.2 A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.
- 3.3 'Long-term' means a period of 12 months or longer.

- 3.4 An 'adverse effect on day-to-day activity' means having a 'significant and material' effect on the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift carry or move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; and perception of the risk of physical dangers.

Other disabilities which may amount to a disability include –

- 3.5 Severe disfigurements, scarring conditions and birthmarks. (But not including tattoos or piercings).
- 3.6 Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- 3.7 A controlled impairment, e.g., a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.
- 3.8 A history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

Disability does not include –

- 3.9 Hay fever sufferers.
- 3.10 A person with anti-social tendencies such as paedophilia and/or abusive behaviour.
- 3.11 A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- 3.12 A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- 3.13 A person who is addicted to nicotine, alcohol and other non-prescribed substances.
- 3.14 A person who is diagnosed with personality disorder.

4 Disability Non-Discrimination

Bilton Grange will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability without justification. Bilton Grange will not knowingly discriminate against a person on the grounds of disability –

- 4.1 In the arrangements for determining admission or employment procedures.
- 4.2 In the terms on which a place at Bilton Grange is offered.
- 4.3 By refusing or deliberately omitting to accept an application for admission or employment.
- 4.4 In the provision of education and associated services.
- 4.5 By excluding a person on the grounds of their disability.
- 4.6 By victimising a person with a disability.
- 4.7 By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

5 Admission Procedure for Pupils

Bilton Grange will be open to applications from any prospective pupil with a physical and/or mental impairment.

By way of further explanation–

- 5.1 The registration or admission form will enable and require the parents to give details of their child's disability.
- 5.2 Bilton Grange will treat every application from a disabled pupil in a fair, open-minded way and will eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants.
- 5.3 Bilton Grange will, if appropriate, request from the parents or previous school full details in the form of medical reports, educational psychologist reports and any other reports which assess the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- 5.4 The applications will be considered on the basis that all 'reasonable adjustments' have been made by Bilton Grange in order to cater for the child's disability. (See definition below).
- 5.5 Bilton Grange will not offer a place if, after all reasonable adjustments have been made, the School would not be able to provide adequately for the pupil's physical and educational needs, or their safety/welfare.
- 5.6 Bilton Grange shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

6 Education and Associated Services

Bilton Grange has an on-going duty to make reasonable adjustment in respect of the education and associated services provided. This is a broad expression that covers all aspects of School life.

The range of activities that are covered by the expression include –

- 6.1 the curriculum;
- 6.2 classroom organisation and timetabling;
- 6.3 access to Bilton Grange's facilities and grounds;
- 6.4 school sports;
- 6.5 Bilton Grange policies;
- 6.6 breaks and lunchtimes; the serving of school meals;
- 6.7 assessment and examination arrangements;
- 6.8 school discipline and sanctions;

- 6.9 exclusion procedures;
- 6.10 school clubs, trips and other activities;
- 6.11 preparation of pupils for the next phase of education; and
- 6.12 pastoral care.

7 Reasonable Adjustments for Pupils

Bilton Grange is legally required to make 'reasonable adjustments' in order to cater for a child's disability.

Bilton Grange shall inform the Pupils and Parents of the reasonable adjustments that Bilton Grange is legally required to make for that pupil, which may typically include –

- 7.1 Making appropriate arrangements for a child with restricted mobility to attend an interview in an accessible ground floor room.
- 7.2 Allowing extra time for a dyslexic child to complete an entrance exam.
- 7.3 Providing examination papers in larger print for a child with a visual impairment.
- 7.4 Rearranging the timetable, where practicable, to allow a pupil to attend a class in an accessible part of the building.
- 7.5 Arranging, where practicable, accessible sports activities. Working with a wide range of external agencies and professionals to support a child's interaction and integration within the School environment

Bilton Grange is not legally required to make adjustments which include –

- 7.6 Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as classrooms.
- 7.7 Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

8 Disclosure

Parents will be requested to provide Bilton Grange with copies of the child's latest medical report and any other information regarding the child's disability, or to provide consent for Bilton Grange to obtain that information. Following the offer of a place if it is discovered that Bilton Grange has not received full disclosure of information relating to a child's disability, or where a disability is subsequently diagnosed and Bilton Grange is not able to make reasonable adjustments for those disabilities, the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

9 Appeal Procedure

Parents may appeal against Bilton Grange's decision not to offer their child a place on the grounds of disability. The request for an appeal must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Headmaster will advise as to the procedure under which such an appeal will be conducted.

10 Review Procedure

Bilton Grange may review the place of a pupil already within the School or an offer of a place, at any time, if it has reasonable grounds to believe that the pupil's disability has changed in its nature, or has become significantly more complex or severe. The Headmaster will advise parents of the grounds of such a review and as to the procedure under which it will be conducted.

11 Accessibility Plan

Bilton Grange has prepared an Accessibility Plan and has already begun to implement that plan. The Accessibility Plan will include consideration of how Bilton Grange proposes to –

- 11.1 increase the extent to which disabled pupils (including those with learning difficulties/disabilities) can participate in Bilton Grange's whole curriculum.
- 11.2 improve the physical environment of Bilton Grange within reason for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- 11.3 make written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

The Plan will be reviewed every year to ensure that it is up-to-date and covers all aspects of school life as determined under the Act and a revised written plan prepared every three years.

12 Employees

This Policy should be read in conjunction with the Bilton Grange Recruitment, Selection and Disclosure Policy and Procedures and the Bilton Grange Equal Opportunities Policy.

The Bilton Grange Accessibility Plan 2021- 2024

1. ACCESS TO THE CURRICULUM

This Plan is to be read in conjunction with the Bilton Grange Learning Development Policy (No 16)

Bilton Grange will take children from a wide range of backgrounds and abilities, but they must be able to access the full academic curriculum in order to get the most out of the Bilton Grange experience. As part of its regard for the welfare of all its pupils Bilton Grange must feel reasonably sure that it will be able to educate and develop each prospective pupil to the best of his or her potential and in line with the general standards achieved by that 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 adult.

Bilton Grange will prepare most pupils for the Common Entrance examinations at age 13. Pupils receiving help from the Learning Development Department staff are still candidates for Common Entrance, though this may be modified. In a few cases, pupils with severe and specific learning difficulties can be catered for on the understanding that they move to an appropriate secondary school without the need to take the Common Entrance exam. Bilton Grange aims to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This includes those pupils with Educational Health Care Plans and those for whom English is an additional language.

Providing all pupils with access to the curriculum is an ongoing and continuously improving process. Our plan for the next 3-year period (September 2021 – August 2024) is as follows:

2021 – 2024 PROVISION		DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
1.	<p>a) Entry assessment of prospective pupils for learning difficulties</p> <p>Using standardised tests and appropriate diagnostic assessments.</p> <p>All pupils are invited for a taster day and any pupils who have declared learning difficulties will be requested to share any external assessment reports with the Head of Learning Development/SENCo.</p> <p>From Year 5, formal standardised assessments (CAT4) are part of the taster day to capture up-to-date, relevant data for new prospective pupils.</p> <p>Pupils with complex needs may have additional 'taster' days with time spent in the Learning Development Department where informal assessments are undertaken. Feedback from staff post-taster day in combination with these assessments and evidence from external assessment reports thus creates a fuller picture of learning difficulties and whether the School feels a prospective pupil can access the full curriculum.</p>	<p>Ongoing review of assessment tools.</p> <p>Formal programme of assessment established. The success and impact of these will continue to be monitored annually. This is to include assessment of EAL pupils as well as SEND.</p>	<p>All ongoing</p> <p>Change of procedure, from September 2022 all prospective pupils from Year 5 onwards sit a CAT4 assessment as part of the admissions process, overseen by the Admissions Team.</p>

	2021 – 2024 PROVISION	DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
	<p>b) Entry assessment of new pupils for learning difficulties</p> <p>Whole school standardised assessment using GL assessment – CAT4 provides good base-line evidence of ability for all new pupils.</p> <p>In Pre-Prep and Prep all children in Years 3, 5 and 7 are assessed using GL Assessment Dyslexia and Dyscalculia screeners – a diagnostic assessment tool for identifying early signs of dyslexia. Any new children who arrive during the year are assessed at the start of their term of arrival.</p> <p>LDD pupils who join the non-Latin groups in years 5&6 follow at specific Vocabulary Enrichment Programme. Pupils in Year 8 follow a Narrative Enrichment Programme.</p>		<p>All new pupils to the school, from Year 5 upward, sit the CAT4 assessment.</p> <p>A decision has been made to no longer use the GL Assessment Dyslexia screener in Year 1. Instead, the frequent review and test data from Read, Write, Ink phonics programme will be used to identify pupils who may require additional support. All pupils are introduced to Classics in Year 6 – and the Classics curriculum has changed to make it less language specific and more literacy based, thus broader access. However, if it is deemed that a child would benefit from additional English and Maths support, a child would be withdrawn from Classics and attend small group literacy/numeracy provision sessions.</p>
2.	<p>Provision of appropriate additional support Teachers provide high quality first differentiated support in the classroom – as defined by Wave One</p> <p>One to one (Wave Three) or small group (Wave Two) lessons are provided by the Learning Development Department (LDD) for identified children with SEN</p>	Continuation of alternative non-language-based pathway to Common Entrance for those who find the 11+/13+ curriculum inaccessible.	All ongoing Funding for additional small group Wave Two provision to support Communication and Interaction skills (as

	2021 – 2024 PROVISION	DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
	<p>Withdrawal from Latin to allow time for additional literacy and maths support for those identified as needing support additional to or different from the regular cohort</p>	<p>Non-Latin lessons in their second year so will be formally reviewed as part of the departmental review in July 2022</p>	<p>defined by the SEND Code of Practice) was applied for and has been awarded by Warwickshire County Council, for pupils in the Reception Year to specifically develop Speech and Language skills.</p>
<p>3.</p>	<p>Liaison with outside agencies according to the needs of individual pupils</p> <p>Regular contact with Warwickshire County Council SEND and health team e.g. EP, OT, physio, dieticians, feeding team, hearing team</p> <p>Regular contact with private Speech and Language Therapists, Occupational Therapists, Educational Psychologists to support a child’s learning.</p> <p>Strong links with independent educational and health professionals who can be called on as recommended by the LDD/Head of Learning Development</p>	<p>Continue to maintain strong links with external agencies and Local Authority services to support the needs of individual pupils, including pupils with an EHCP.</p>	<p>Ongoing, and further external agency links have been made.</p>
<p>4.</p>	<p>Teaching assistant and teacher INSET and other training to cover awareness and support for pupils with specific learning difficulties and / or disabilities</p> <p>September 2021 all teaching staff and teaching assistants to receive INSET training from the Head of Learning Development on the SEN Code of Practise 2015 and how it is implemented throughout the school.</p>	<p>Regular updating of teacher’s ‘toolboxes’ of strategies for managing SEN in the classroom</p>	<p>January 2023 all teaching staff and teaching assistants received INSET training on the strands and Quality First Teaching and Wave One, Wave Two, Wave Three and Wave Four SEND provision.</p>

2021 – 2024 PROVISION	DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
Set up a weekly TA meeting to monitor collate feedback from classroom-based TAs, and formally record their observations.		
<p>5. Use technology to provide greater access to the curriculum</p> <p>Annually purchase online site licenses WorkShark and Dyslexia Gold to support literacy skills.</p> <p>Investigate purchasing site licenses for NumberShark to support Numeracy skills.</p> <p>Ipad being used in Junior classes for dictation/recording purposes.</p> <p>A number of children (<10) use laptops regularly in lessons with a heavy written content (English and history). These children will use their laptops in end of year exams.</p> <p>Explore the text-to-speech within Word to support pupils in the classroom and in examinations.</p> <p>Explore ReaderPens (September 2021), currently there are two within the Learning Development Department, which scans text and reads it aloud facilitating the user's desire to read independently.</p> <p>One child (with a EHCP) uses hearing device for hearing amplification or to cut out environmental noise. For the child with a EHCP, Classroom acoustics to be reviewed annually by Warwickshire County Council IDS Lead Professional Hearing Team.</p>	Appropriate apps and programmes to be investigated by the LDD	<p>A set of 30 iPads have been purchased in the Middle School to support learning in core curriculum areas.</p> <p>Two additional C-Pens were purchased in June 2021 by the Learning Development Department.</p>

2. PROVISION OF INFORMATION

The improvement of the delivery of information to disabled pupils is, similarly, an ongoing process and, in part, in response to specific needs as and when they arise. Our 3-year plan is as follows:

2021 - 2024 PROVISION	DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
<p>1. Provision of information / work for pupils unable to attend school</p> <p>Decisions to send work via email or parent pick up are taken in conjunction with advice from Assistant Head - Pastoral and potentially outside agencies, e.g. Ill Health Team. This is usually after a period of absence of two weeks or more, although sooner in some circumstances</p> <p>Most pupils who are ill for a period of time will have work sent home via email, by parent collection</p>	Continue to implement procedure. Work with Assistant Head – Academic and (where appropriate) Ill Health Team to establish regular completion of work for pupils unable to attend school	Reviewed by Assistant Head Academic Greg das Gupta January 2023 Changed to current practise have been amended.

2021 - 2024 PROVISION		DEVELOPMENT ACTION AND TIMESCALE	REVIEW OF PROGRESS
	The School has connections with the Ill Health Team and can provide MTPs when requested to support their teachers in the teaching of the School curriculum.		
2.	Use technology to assist in the provision of information as required	Explore alternative methods of sharing work with children and parents on school website/intranet. Explore alternative methods of sharing work with children and parents via Microsoft Teams (Years 4-8) and Seesaw (Reception – Year 3)	Reviewed by Assistant Head Academic Greg Das Gupta January 2023. Changes to current practice have been amended.

3. PHYSICAL ENVIRONMENT

The improvement of physical access to the Bilton Grange site is an ongoing process. As the main School Building is Grade 2* listed the alterations that can be made are severely restricted. None the less as the plan below for the 2021-2024 period illustrates good progress is being made and is further planned.

2021 – 2024 PROVISION		DEVELOPMENT ACTION AND TIMESCALE	ANNUAL REVIEW OF PROGRESS
1.	Install ramps and other aids as and when required to increase building access and improve environment for pupil needs	on-going investigate the feasibility of Installing ramps.	Ongoing on a project basis. Ramped access is now provided to the Pre-Prep and level Access is available to the Prep School. 2022 – acoustic panels installed to improve the experience for a pupil with a high level of needs.
2.	Availability of Disabled Toilets and Wash Facilities	Ongoing Investigate the feasibility of installing disabled facilities	2021 – Disabled WC provided to Pre-Prep. 2022 – Disabled WC installed at Prep School 2022
3.	Reconfigure timetable / location of classes to accommodate, for a short period of time, a wheelchair bound pupil	To be investigated on a case-by-case basis.	

2021 – 2024 PROVISION		DEVELOPMENT ACTION AND TIMESCALE	ANNUAL REVIEW OF PROGRESS
4.	Consider and provide, as far as possible, for disabled access in all new developments or new buildings on the site	Ongoing Ensure disabled facilities that are compliant with Part M of the Building regulations are installed on all new developments	Projects in design include. 2021- Pre prep Disabled WC Installed New Boarding House (2025)
5.	Accessibility to boarding accommodation. No current accessibility to upper floors for those in wheelchairs.	Current boarding accommodation is not accessible. Plans being developed for a New Boarding House which will be fully compliant with anticipated opening 2024	New House under development for 2025.
6.	Provide lift access to first and upper floors	Review potential for lift access at Prep and pre prep	Prep - No potential for lift access (Grade 2* listed) Pre-Prep – Not required all facilities available on ground floor.
7.	Impaired Visibility Accessibility Review	Investigate opportunities for improving contrast edging materials on stairs	Pre-Prep completed as part of 2021 major refurbishment. Prep – Part completed 2021 as part of refurbishment project. Remainder to be addressed as flooring replaced in projects.

Background note to the Bilton Grange Disability Policy The Physical Environment at Bilton Grange

Notwithstanding Bilton Grange’s positive intent to fully support disabled pupils and staff, one of the obvious facts is that the School is largely based in complex, old historical buildings.

Bilton Grange occupies a semi-rural site which consists of a mixture of historic and modern buildings spread across the school site, at the heart of which is the Grange, a Grade 2 listed building built in the 17th and 18th centuries. The Grange contains both the main Prep classrooms complex and the boarding houses spread across three floors. Its layout has developed over time, being rambling with a maze of corridors and rooms on different levels, several storeys, old staircases and no lifts. The Pre-Prep is situated in a more modern building spread over two floors. None of the buildings have lifts and planning constraints and / or financial resource limitations prohibit the installation. The nature of the main building is such that pupils and staff need to be able to evacuate the building quickly in the event of a fire.

Additionally, Bilton Grange operates a system, again common to many schools, of having fixed classrooms for each subject or year group, based on the valid principle of having all the facilities for one subject, or age, in one place. This requires older pupils to change classrooms often involving steps or stairs in the building which has no lifts. The situation is easier to manage at Pre-Prep where pupils do not generally change rooms for different subjects. Taken together, these factors mean

that, in their current configuration, the Bilton Grange site and buildings are intrinsically problematic to those with physical disabilities.

Bilton Grange does, however, make every attempt it can to make reasonable adjustments for disabled access – this includes both those adjustments which are financially and structurally possible and those adjustments which are of a very short-term nature. For example, auxiliary aids will be provided as and when required. In planning development or improvements to the School's facilities, Bilton Grange will also seek to ensure that new developments will include good disabled access.