

Schedule 10 of the Equality Act 2010 requires schools to have a three-year Accessibility Plan which shows how the school plans to:

1. Increase the extent to which disabled pupils can participate in the school's curriculum
2. 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 and services provided or offered by the school
3. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of the above must be:

- within a reasonable time frame
- Point 3 above must be delivered in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The plan must be in writing, it must be kept under review and it must be implemented.

Buildings	Item	Action	Timescale	Cost	Update Spring 2019	Update2 Spring 2020	Update 3 Spring 2021	Completed	
Physical Access for wheelchair users	General access to main building	Buy metal wheelchair ramps for main entrance of Main School building to offer wheelchair access 1 removable external and 1 internal ramp	Summer 18	C				16.4.18	
	Paxton long range hands free key cards for automatic door opening	Dining Room Corridor		Summer 18	A				1.9.18
		2 Leelands		Summer 19	A				
		3 SPLASH		Summer 20	A	need to replace doors first and put lock and code on			
		4 Theatre		Summer 18	A				1.9.18
		5 Study Centre		Summer 19	A				
		6 Science Centre		Summer 18	A				1.9.18
		7 Hall and Music		Aut 20		part of new build			
	Incorporate all DDA needs for West Wing	Liaise with builders re door entry from Cloisters	Summer 20	A	review after Hall built				
	Building Projects Hall & Music	Wide doors		Autumn 20		to consider as part of project			
		Disabled toilet							
		Pushbutton/paxton access to building							
		Lift to first floor							
	Prepare a boarding house to accept a pupil in a wheelchair (Echyngham)	Install intercom for contacting/accessing matron on first floor		when required		to install if needed			
		Make wet room on ground floor		Autumn 19		programming into maintenance schedule for 19 - 20			
		Install panic alarm in downstairs dorms		Summer 19					
		Buy threshold ramp for front door		Summer 19			Portable ramp available		
		Check kitchen access works for wheelchair		Autumn 19			Wheelchair trial to take place Spring		
		Check House Study doorway for wheelchair access		Autumn 19			Wheelchair trial to take place Spring		
		Check doorways of downstairs dorms for wheelchair ease of use		Autumn 19			Wheelchair trial to take place Spring		
Improve access for wheelchair bound pupil in Limes	Add pushbutton/paxton card access to Limes external entrance	Spring 20							
Access to top lax	Use matting for Grandparents' Day for access to top lax	Summer 19			AST to discuss with RNG and MJC				

Provision of Information	Item	Action	Timescale	Cost		Update Spring 2019	Update2Spring 2020	Update 3Spring 2021
Information for the visually impaired	Provide alternative format for printed information	Comms to make large print available for: 1 Student Handbook 2 Parents Handbook 3 Weekend Programme 4 The Term 5 Prospectus 6 Consider other publications 7 Buy large print or audio textbooks when required	Autumn 18 Dec 18 Autumn 18 Dec 18 Dec 18			AST tro meet with IGR to update this section		
		Provide prospectus in Audio format.	Sep-18					
Virtual visit for wheelchair users to whole school site	Provide virtual tour of the School on School website	Engage firm and make budget available	Mar-19			site map of the facilities on the website 360 view in various buildings		Mar-19
Access to Events	Item	Action	Timescale	Cost	Update Spring 2019	Update2 Spring 2020	Update 3 Spring 2021	Completed
Make visits easier for prospective disabled students and disabled parents and visitors	Publicise disabled facilities	Create leaflet with wheelchair routes available for all events Ensure all hearing loops are advertised - decide method for doing so	Autumn 19	C	AST to get this ready for Sports Day and Grandparents Day			
Access for those whose disability prevents them from coming to the school in person	Improve access to school events through online broadcasts	Explore enhanced use of sharing recordings (audio & visual), such as drama and music through You Tube accompanied by suitable narration where appropriate.	2018 - 2021			all concerts and play done; some lectures done; to focus next academic year on Parents' morning presentations		
Access for the moderately deaf	AST has followed up a contact with the Royal School for the Deaf at Margate.	Review any provision we may be able/wish to consider in advance of the arrival of a deaf member of the community.	To be instigated when requested					
	Consider fitting hearing loop in 1 new hall and music recital hall 2 science lecture theatre 3 theatre	Fit hearing loops						
	Improve access to videos on website.	Provide subtitles on video material.			school videos now subtitled			4.2019

Action points to be carried out by Director of Finance & Operations	A >£20K B £10 - 20K C <£10K	Communication/Information to be carried out by Marketing Manager						
Access to Curriculum	Item	Action	Timescale	Cost	Update Spring 2019	Update2 Spring 2020	Update 3 Spring 2021	Completed
Access for those with dyslexia, processing disorders or aother Additional SEN	Ensure staff are aware of key issues and delivering appropriate curriculum and strategies	Publication of teaching points (IEPs) for each student, detailing strategies to be employed to ensure access to the curriculum Regular training through professional development programme Lesson observations to include monitoring of use of teaching points in lessons Where appropriate, small group sessions or one to one sessions (chargeable) to address specific learning needs Access arrangements for public exams to be made where appropriate Monitoring and analysis of individual student attainment by SEN teacher	Annually	£600 training costs to ensure SEND staff can deliver and attend training	Dragon voice to text licence being purchased; Word can now convert voice to text, so all have access to this			always completed when each pupil is assessed
Access for pupils unable to attend lessons long-term (ie more than a week)	Ensure pupils on long term sick or unable to attend lessons on site have access to curriculum resources, and where possible, tuition through e-technologies	Resources on the portal and emailed; these to be accessible from home Video conferencing and Skype to be used where practical Where practical, school to provide or recommend tutors for students who are bed-bound or at home	Ongoing	£1K to provide tuiiton and off site invigilation	provided when needed			Spring 19

Reviewed by SMT 22 March 2019

Appendix: Access to the Curriculum

Benenden does not assume that there are hard and fast categories of academic support, but recognises that children's needs and requirements fall into four broad areas. The SEND Code of Practice: 0 to 25 years (2015) makes it clear that "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN". Regular training is provided to help all staff identify and support such pupils.

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and/or physical.

The Head of Academic Support will guide action points below:

1. Communication and interaction

Students with communication and interaction difficulties (e.g. Asperger's Syndrome, autistic spectrum, extreme shyness or reserve, or conversely, extreme extraversion) have full access to all of the subjects at each Key Stage. We aim to ensure full access to all areas of the site and all educational facilities. However, they may find it hard to participate fully or effectively in oral work, group discussion and quick-fire questioning as well as some of the enrichment opportunities on offer.

Subject staff should ensure they are aware when students are on the SEND register for needs of this type, are conversant with their Teaching Points, and employ a range of strategies to ensure effective participation which may include:

- i) Detailed written feedback
- ii) Ensuring the child is grouped with a friend and is not left alone when groups form
- iii) Alternatives are offered to group work and discussion where appropriate
- iii) Clear targets for participation are given.

2. Cognition and Learning

Students with cognition or learning difficulties will have detailed teaching points which will give a range of suggestions for effective teaching strategies, unique to each child. All teachers are responsible for integrating these into their teaching, planning and delivery.

Whilst technically, all students have access to the full curriculum, for some students, their overall progress may be helped by having a reduced number of subjects, or more time in the core subjects. Often Latin or a foreign language may be replaced with extra time in the Academic Support department, or time spent in supervised or private study. At KS4, it may be appropriate for the student to take a reduced number of GCSEs and at KS5, a reduced number of AS Levels. This is a decision which will ultimately be taken by the Deputy Head Academic after consultation with parents, the Academic Support department, the student's Tutor, Head of Year, Hm and the girl herself.

3. Behaviour, emotional and social development

Whilst students with behavioural problems have full access to educational facilities and all subjects, where their issues may affect the health and safety of themselves or other students, or would be detrimental to the learning and progress of other students, they may be withdrawn from an activity either temporarily or more regularly. They would in this instance be given alternative provision within the school for the duration of the activity, most likely individual tasks under the supervision of a senior member of staff. In classes where it has been identified that there is more than one student with behavioural issues, we try where possible to supply a classroom assistant or team teaching.

Where a student is suffering from issues with their emotional or social development (e.g. an eating disorder; mental illness such as depression, OCD, extreme anxiety) a welfare plan will be put in place and advice given discreetly to the student's subject staff. This might involve the implementation of specific strategies within a full curriculum; it might be the implementation of a reduced or personalised curriculum; it might be that part of the curriculum would be delivered on a one to one basis or electronically via the Portal to a student spending some time at home or at another establishment. The Deputy Head: Boarding and Pastoral Care, and the student's HM, Head of Year and tutor would be key figures in the drawing up of such a programme.

4. **Sensory and/or physical disabilities or temporary injury causing mobility issues**

If a student were coming to Benenden with a physical or sensory disability, prior to her arrival, Teaching Points would be drawn up by the Deputy Head - Boarding and Pastoral Care, Deputy Head - Academic and SENDCo/Head of Academic Support. If a student is injured, meaning access to the site is limited, a new timetable would be provided that schedules lessons into accessible accommodation.

Adaptations to ensure full access to the curriculum might include:

1. Re-rooming of classes to ensure easy travel between rooms and ground floor accommodation for all classes that the student attends
2. Differentiation within the content, resources and assessment methods of lessons
3. Regular laptop use with adaptations for visual or hearing impairment, for example
4. An amanuensis provided
5. A classroom support assistant provided for classes in which the student was present
6. Work posted on the portal prior to the lesson, and emailed to the student to allow extra time for assimilation
7. Hearing loops installed in a limited number of rooms, and the student's lessons scheduled there, where possible
8. Magnification facilities supplied for projectors
9. Texts supplied in a form suitable for the visually impaired (ie large print)
10. Lessons may be recorded and made available to the student in situations where they are unable to come into the school or to make it to classrooms. This will be in line with suitable school policies.

Instances where students have been injured or required a wheelchair during their time here have resulted in re-rooming, lessons being slightly shortened, work emailed and posted on the portal, a helper provided, extra support given outside lessons by teaching staff, work sent home, delayed exam entry and extra study leave.

- [SEND Policy](#)

Reviewed LAT: 28 April 2018

Reviewed SMT: 4 May 2018

Reviewed SMT: 24 January 2020