



SUSI EARNSHAW

School of Academics & Performing Arts

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| Last updated: April 2018 | Next review: August 2022 |
| Ratified by: Susi and David Earnshaw (Proprietors) | Date: 20th August 2019 |

Three Year Accessibility Plan 2019 - 2022

The purpose of this plan is to show how our educational setting and theatre intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

1. OUR KEY AIMS

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3-year timescale to increase access for those with a disability. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". This plan has been produced after a review of existing arrangements for improving accessibility within Susi Earnshaw School and an audit of the School for accessibility.

School Proprietors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Accessibility Plan is structured to complement and support the school's Equality Objectives.

Our Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Our Objectives

- The Susi Earnshaw School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.
- The school's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a physical disability and/or sensory impairments; it focuses upon expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); it covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits; it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- We strive to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical

environment of the school and physical aids to access education within a reasonable timeframe.

- We strive to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- The Susi Earnshaw School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- Whole school training will recognise the need to continue raising awareness for staff and proprietors on equality issues with reference to the Equality Act 2010.

2. DEFINITIONS AND INTENTIONS

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.**

Our Goals and Principals:

- To increase participation for people with a disability so that they can have total access to our setting's environment, curriculum and information.
- To work towards full participation in the school community.
- To ensure full compliance with the Equality Act.
- To be fully compliant and consistent when implementing our equal opportunities policy and to share and critique the approaches outlined in our plan and in the SEN information report.
- All our staff will recognise their duty under the Equality Act not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services. Not to treat disabled pupils less favourably. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage **and** to publish and update our Accessibility plan.
- To ensure that in performing their duties, governors have regard to the Equality Act 2010.

Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. If s/he:

- **has significantly greater difficulty in learning than the majority of others of the same age or**
- **has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges. (SEND code of Practice 2014)**

Our Goals and Principals:

- Our aim is to achieve maximum inclusion for all pupils, **including those with SEND**, and to meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within our Curriculum. Appropriate interventions will be implemented to enable students to progress and reach their potential.
- To ensure that our setting consistently:
 - recognises and values the young person's knowledge/parents' knowledge of their child's special need and/or disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
 - provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- **We aim to achieve the highest levels of attainment/significant rates of progress for all**
 - **We strive to be a truly inclusive school**
 - **We will meet individual needs through a wide range of provision and targeted interventions**
 - **We work to ensure high levels of satisfaction and participation from pupils, parents and carers**
 - **We share a common vision and understanding with all stakeholders**
 - **We provide curriculum access for all**
 - **We work towards inclusion in partnership with other agencies and schools**
 - **To achieve a level of staff expertise to consistently meet pupil need**

At Susi Earnshaw School we value each individual child and adult and have high expectations of everyone. We aim to provide the best academic education and vocational training possible. We foster a supportive environment where we learn together to ensure that everyone achieves to the best of their ability.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We are a safe school, committed to improving children's confidence and self-esteem.

ADMISSIONS

Susi Earnshaw's selects pupils for admission on the grounds of vocational ability. The School is prepared to liaise with parents/guardians and the pupil's current school to discuss any extra needs, and would be prepared to consider and provide the following aids to the prospective disabled pupil:

- Large print examination papers
- Extra time to complete the examination paper
- Accessibility to the examination room for impaired mobility pupils
- Laptop computers

It will not be possible to provide an exam room with a hearing loop nor provide a secretary or teacher from within school resources knowledgeable in sign language to assist and oversee the examination.

- **Curriculum**

It is recognised that the curriculum should be accessible for those with disabilities. Pupils who have been diagnosed with a learning disability will be provided for according to their needs (see the SEND Policy). Pupils who are entitled to extra time in examinations will be given this in all internal as well as external examinations and laptops will be allowed and provided if recommended. When purchasing new equipment its suitability for use by all will always be considered.

- **Buildings and Accessibility**

It is the policy of the proprietors to improve access to buildings and facilities over a period of time, as finances permit. There is wheelchair access to the main building via ramps and the lift. There is restricted access to the units and recording studios as these buildings were originally horse stables and in a conservation area. However, equipment can be moved to other areas if necessary.

- **Vehicular Access**

Disabled parking has been provided in the school car park, and clear signs for disabled parking will be provided.

- **Visitors to the School**

Once visitors have signed into the school their hosts will be contacted to meet them and to provide appropriate assistance and support to those with access difficulties. In order to comply with Child Safeguarding Legislation, unaccompanied visitors are not permitted access to the school site.

- **Lavatories for the Disabled**

Lavatories for the disabled are situated on the side walkway, giving easy access for wheelchairs.

- **Special Educational Needs** All teaching staff will inform the SENCo of pupils about whom they have a concern regarding their access to the curriculum and progress. Parents who have concerns relating to SEND should contact the SENCo as a first point of contact. (see SEND policy)

- **Medical**

Medical regulations are available in the Parents Handbook, published for parents every year. Signed parental consent is required for the school to administer prescribed medicines for medical disabilities such as asthma and diabetes. Susi Earnshaw's operates a policy of food being nut free and many staff are also First Aid trained.

- **Sight and Hearing Impairments**

Larger print course notes and examination papers will be introduced as and when appropriate. The provision of hearing loops will be considered in improvement plans, to be installed when practically and financially viable.

- **Welfare**

All staff are informed of any pupils with disabilities and of the need to be aware of potential difficulties such as:

- Bullying (see anti-bullying policy)
- Non-integration into forms.

The centre of the pastoral system is the school Headteacher, who is the primary point of contact. The Susi Earnshaw Theatre School provides a strong pastoral team that pupils can access confidentially.

All students with mobility issues or with SEND that that may hinder their ability to evacuate the building in a timely and safe manner will have a Personal Emergency Evacuation Plan (PEEP). For students who require a PEEP, the SENCo will be responsible for devising and implementing this.

- **Activities and Trips**

The School encourages all pupils to attend a variety of trips and activities. These may be scientific or cultural. At such venues the programme of activities can be modified to facilitate participation regardless of disability. Staffing ratios can be adjusted to provide extra help when necessary.

Our Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- **Pupil Behaviour Policy**
- **Curriculum Policies**
- **Emergency Plan**
- **Health & Safety Policy**
- **School Improvement Plan**
- **Special Educational Needs Policy**
- **Teaching and Learning Policy**

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the proprietors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan may be monitored by the Independent Schools Inspectorate during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by the proprietors. Recommendations were made in the following areas:

3. INCREASING ACCESS FOR DISABLED STUDENTS TO THE SCHOOL AND ITS CURRICULUM

A. Teaching and Learning:

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Our priorities and progress (Identified April 2019)

- Monitoring for, and promoting differentiation in teaching **(Ongoing)**
- Designing and Reviewing Learning Interventions **(Ongoing)**
- Designing and Reviewing Mental Health and Wellbeing Interventions **(Ongoing)**
- Use SEN specialist organisation to ensure policies and plans (SEND, Behaviour, Accessibility, SEND information and Report etc) reflect the good inclusive practice of the school **(Completed in full August 2020)**
- Work through the recommendations of the audit undertaken by Barbara Ball (ASEND) **(Ongoing)**
- Train staff in inclusive practice and in understanding different cognitive profiles (as identified by CATS) and in reading and understanding professionals' reports **(Ongoing – beginning 2020)**
- Ensure that key T+L staff are in place, including specialist TA and a skilled SENCO **(September 2020)**
- Classrooms organised to promote the participation and independence of all pupils **(Ongoing)**
- Staff Training in needs and disabilities to promote best practice and support for pupils with SEND **(Ongoing)**

Additionally

- Skilled SENCO to catch up, as a matter of urgency, with all outstanding paperwork, assessments, annual reviews or parent/professionals' meetings that have been delayed as a consequence of the coronavirus pandemic. **(Ongoing)**

B. Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

The Bull Theatre is an old building dating back to 1530s. The proprietors have made several adjustments to the site to create both safer restricted access whilst also creating better accessibility for all.

Our priorities and progress (Identified April 2019)

- Erecting security gates to front and rear of building **(Completed in full August 2004)**
- Installing a disabled toilet and building disabled access from the rear car park into the studio space. **(Completed in full August 2020)**
- Refit staff toilets in outer building. **(Completed in full – August 2008)**
- Tactfully and tastefully replacing front doors to enable better wheelchair access, whilst keeping the design compatible with the conservation area. **(Completed in full –July 2015)**
- Refitting the medical room with new floor and units. **(Completed in full - July 2015)**
- Install a shower for pupils. **(Completed in full August 2015)**
- Continue to replace lighting with LED lights. **(Ongoing)**
- Build new art studio. **(Completed in full - 2018)**
- Install new wiring for stronger internet. **(Completed in full - 2016)**
- Buy new computers for staff room and new CCTV cameras **(Completed in full –2015)**
- Fit new seats to theatre creating wider passageways for better access **(Completed in full –August 2019)**
- Fit film to upstairs windows for anti-glare and privacy protection **(Completed in full – August 2019)**
- Employ specialist company for school SEND audit **(Completed in full – 2019)**
- Signs for disabled parking to be replaced **(Completed in full –2019)**
- Redesign rear car park with new lighting and seating area. **(Completed in full – 2018)**

Additionally, The Health and Safety Officers will monitor work to be done on their weekly Health and Safety walk. This work is completed on a day-to-day basis.

- Mark all exterior steps with yellow highlighting paint **(Completed in full – August 2019)**
- Mark interior steps in studio with white paint. **(Completed in Full – August 2019)**
- Mark end of stage with white paint. **(Completed in Full – August 2019)**
- Keep corridors clear from obstruction **(Ongoing)**

The Proprietors, dependent on the financial viability of the School, will continue to monitor any works necessary in order to meet the Disability Legislation and the Equality Act 2010.

C. 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' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

In all aspects related to accessibility, the headteacher, bursar and proprietor will review the financial implications of the accessibility plan as part of the normal budget review process.

Approved: David Earnshaw, Susi Earnshaw Date: 01/04/19

For more information about Susi Earnshaw Theatre School or our policies please contact:

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SUSI EARNSHAW THEATRE SCHOOL – 3 YEAR ACCESSIBILITY PLAN 2019-2022

| Equality Strand | Area | Target | Strategy | Desired Outcome | Timeline |
|---|---|-----------------------|--|------------------|----------|
| Age | | | | | |
| X Disability | Improving Physical Access to the School for pupils, staff, parents, and visitors. | Access to car parking | Car parking – currently limited parking spaces available for disabled visitors | Increase signage | 1 Years |
| X Gender | | | | | |
| Race | | | | | |
| Religion or Belief | | | | | |
| Other – marriage and civil partnership, maternity and pregnancy, sexual orientation, gender reassignment. | | | | | |
| X | Improving Physical Access to the School for pupils, staff, parents, and visitors. | Pathways | Pathway along the side of the school needs to be repaved. | New Pavement | 3 Years |
| X | Improving Physical Access to the School for | Tarmac Areas | Tarmacked areas around grounds | Resurface | 3 Years |

SUSI EARNSHAW THEATRE SCHOOL – 3 YEAR ACCESSIBILITY PLAN 2019-2022

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| | | | | | | | | | | | | |
| | X | | | | | | Improving the delivery of the Fire Alarm Procedure in Boarding. | Fire Procedure | Add a Vibrating fire alarm for pupils with a hearing impairment | Pupils with a hearing impairment | 1 Year | |
| | X | | | | | | Improve access for pupils identified with SEMH (Social, Emotional, Mental Health) | | Employ appropriately trained counsellors to work on campus | Pupils able to access support for mental health issues at school | 1 Year | |
| X | X | X | X | X | X | | Maintaining an awareness amongst staff of Equality issues | Ensure goals of the Equality Act are realised | Ensure that equality issues are addressed each year in a staff meeting | Staff are aware and supportive of the nine protected characteristics | Ongoing | |
| | X | | X | X | X | | Maintaining an awareness amongst pupils of Equality issues | Ensure goals of the Equality Act are realised | Ensure that equality issues are addressed regularly in assemblies. Integral to the PSHEE, RE and | Pupils retain an understanding of and value for, equality | Ongoing | |

