

Trent College and The Elms Access Plan

This plan is designed to ensure that the School does not treat any pupils less favourably as a result of individual differences and takes responsible steps to avoid putting disabled pupils at a substantial disadvantage.

Disability Access Audit – Premises and Curriculum

A. Introduction

1. This paper summarises the findings of an audit of the School’s accessibility for those with disabilities. The intention is to identify the existing arrangements for providing for people with disabilities, and consider what more should be done.
2. The Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA), came into force in September 2002. It requires schools not to discriminate against disabled pupils and prospective pupils, in the provision of education and associated services (homework clubs, out-of-school activities) including admissions and exclusions. Schools are under a duty to prepare an Accessibility Strategy and Plan to increase the accessibility of their individual schools.
3. The School does not discriminate against individuals with disabilities. The School selects pupils based on aptitude and ability in a manner which does not serve to exclude pupils with a disability. Some measures, including operating procedures as well as physical facilities, are already in place to enable access, and it is intended that this audit will help to inform decisions on how access may be enhanced. Should issues arise that have not been previously identified or addressed the School will take reasonable steps to respond in a way that does not disadvantage a disabled person.
4. The disabilities that the School may need to deal with fall into two categories:
 - a. For the DDA, a person is defined as having a disability “if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities”. This definition of disability is a broad definition and covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities.
 - b. Learning Differences and Difficulties (LDD).

5. There is a separate policy on Educational Provision for Pupils with LDD. That policy covers: the aims of the LDD policy; the LDD programme; identification and assessment of pupils with LDD; dissemination of LDD information; the provision of learning support; partnership with parents of pupils with LDD; development of learning support at the School including staff development.
6. The remainder of this paper is concerned with the School's buildings and facilities.

B. School Facilities generally

The School facilities consist of:

- The Senior School – on the Trent College campus situated off of Derby Road, Long Eaton.
- The Junior School, The Elms – separated into an Upper and a Lower school, on the same site but broadly occupying a discrete section of the Campus situated on the eastern side of the campus
- Dining facility, The Obolenski, shared by both schools.

Access across the whole campus is relatively level and where a change in levels is required, there are both steps and ramps in place.

The Senior and Junior schools elements largely operate independently, but significant movement between areas is involved:

- Pupils from The Elms regularly need to move from Elms Upper to Elms Lower and vice versa. In addition most year groups from The Elms use the communal dining facility, the swimming pool, May Hall and the Chapel.
- The Senior School area of the site is large with general teaching located in a number of buildings and specialist facilities (Science, PE, Swimming, Art/DT, Drama, Music) housed in separate buildings. All Senior School pupils are required to use all these facilities at some stage in their School career.

C. Restricted Mobility Issues

A list of the facilities and comments on accessibility is at Appendix A.

Whilst the School has shown that it can accept pupils with some mobility problems, this is largely due to the positive attitude of the pupils concerned; accessibility for wheelchair users is challenging in some areas, as a direct consequence of the scale of the nature of some of the buildings. However, the majority of facilities can be accessed by wheelchair users.

When new builds take place disability access requirements are required to be taken into account by law.

When major refurbishments are undertaken opportunities to enhance disabled access are considered and implemented where reasonable. When any part of the School is refurbished, due consideration is given to enhancing access for those with impaired mobility e.g. installing lifts, ramping steps and installing disabled toilet facilities.

In the most recent buildings or refurbishments the doors installed are of a disabled access size, but in other areas the types and set-up of doors and door furniture present difficulties for wheelchair users. When the portable ramps are used it will generally be possible to provide wheelchair users with assistance opening and holding doors. Where permanent ramps are fitted consideration will also need to be given to adjusting the door arrangements.

D. Sight impairment issues

There is generally a contrast between doors and the surrounding walls and between walls and floor coverings.

When redecoration is carried out, the opportunity is taken to consider improving accessibility for the partially sighted by increasing rather than reducing such contrasts.

E. Hearing impairment issues

No classrooms or larger indoor spaces have hearing loops or other disability aids.

When any major venue is built or refurbished consideration should be given to installing hearing loops.

**APPENDIX A TO - TRENT COLLEGE & THE ELMS – DISABILITY ACCESS AUDIT
and SUPPORTING PLAN
Three Year Plan**

Trent College & The Elms' disability policy outlines the school's approach to inclusive access. The aim of the plan is to provide a laid down structure for carrying out the aims of the disability policy. The plan includes:

1. The extent to which disabled pupils (including those with learning difficulties & disabilities) can participate in the whole curriculum.
2. Making written information accessible in a range of different ways for pupils with specific needs.
3. Development in physical access to educational facilities and associated services.

Trent College - Facilities

Dept/Area	Targets	Strategies	Outcome	Scope of Works	Time-frame	Goals Achieved
2009/2010						
Art	Improve wheelchair access	Planned use of minor projects budget to fund appropriate works	All ground floor classrooms to be accessible	Step removal/provision of ramp	Summer 2010	Physical access to all Ground Floor facilities
Chapel	Improve wheelchair access	Planned use of minor projects budget to fund appropriate works	Chapel to be more accessible	Step removal/provision of ramp	Easter 2010	Physical access to all chapel facilities
English	Create wheelchair access	Planned use of minor projects budget to fund appropriate works	E5 and E6 classrooms to be more accessible	Step removal/provision of ramp plus widen doors	Summer 2010	Physical access to E5 and E6
Grounds	Improve wheelchair access within the grounds.	Planned use of minor projects budget to fund appropriate works	Reduce barriers to transit within the site.	Not specific	As required or when external landscaping or surfacing is being undertaken.	Improve physical accessibility of school increased.
Kelvin Block	Wheelchair Access to Ground Floor Kelvin Block and appropriate facilities ground floor Kelvin Block	Planned use of minor projects budget to fund appropriate works	Minimum of two single rooms with facilities.	Step removal/provision of ramp	Summer 2010	Physical access to the Ground Floor Kelvin Block improved.
Lower School	Create Wheelchair Access	Planned use of minor projects budget to fund appropriate works	All rooms to have improved access.	Step removal/provision of ramp plus widen doors	Summer 2010	Physical access to the whole of Lower School improved
Music/Kemp	Improve wheelchair access	Planned use of minor projects budget to fund appropriate works	Improved access to some teaching areas	Step removal/provision of ramp	Summer 2010	Physical access to some teaching areas
Science	Create wheelchair access	Planned use of minor projects budget to fund appropriate works	All ground floor classrooms to be more accessible	Step removal/provision of ramp	Summer2010	Physical access to some teaching areas within the building
Warner	Improve wheelchair access	Planned use of minor projects budget to fund appropriate works.	Improved access to the building	Step removal/provision of ramp	As required or when refurbished	Physical access to main school library facility

2010/2011						
Bottom Astro	Wheelchair access to Spectator area	Programmed upgrade to existing facility.	Extend access to non curricular buildings	Extension of tarmac area	Summer 2010	Improve physical access to spectator area
Medical Centre	Create wheelchair access	Programmed upgrade under CAPEX Works programme	Complete overhaul of current access facilities	New path, widen doors, create ramp facility, install intercom	Summer 2010	Physical access to medical centre for disabled staff and pupils
Boarding	Wireless Network to the three Boarding areas.	Planned use of projects budget to fund appropriate works.	Linked to longer term aim of increasing access to boarding facilities	Installation of complete new system	Subject to review, and to be phased subject to funding	Provides ICT access within boarding accommodation to disabled pupils
2011/2012						
Melton Theatre	Create Wheelchair access	Form part of Estates Development considerations	Improved access to theatre	Installation of a lift	Will require major works or new build	Improve physical access to the theatre
Sports Hall	Create wheelchair access to second floor	Form part of Estates Development considerations.	Improved access to teaching and viewing areas.	Installation of a lift and removal of some stairs	Will require major works or new build	physical access to the whole of the Sports complex
Swimming Pool	Wheelchair access	Form part of Estates Development considerations.	Improved access to teaching and viewing areas	New Pool	3-5 years	Access to all pool facilities fro disabled staff and pupils
Wortley	Wheelchair access to the first floors in the 6 th Form Centre	Form part of Estates Development considerations.	Improved access to teaching, resource, ICT and tutor areas.	Installation of a lift plus removal of some steps/provision of ramps	Will require major works	Access to all parts of the 6 th Form complex

The Elms - Facilities

Dept/Area	Targets	Strategies	Outcome	Scope of Works	Time-frame	Goals Achieved
2009/2010						
Lower School	Wheelchair access to first floor	Form part of Estates Development considerations.	Improved access to classroom facilities	Installation of a lift	Will require major works	Complete access to whole of Lower school
Whole School	Availability of written material in alternative formats.	Seek services available for converting written information into alternative formats.	If needed school can provide written information in alternative formats.	Un-stated	As required.	Delivery of information to disabled pupils improved.

Trent College - Curriculum

Dept/Area	Targets	Strategies	Outcome	Scope of Works	Time-frame	Goals Achieved
2009/2010						
Whole School	Improve dissemination of information for pupils with LDD	Use existing information and further assessment as required	Teachers able to differentiate more appropriately for pupils with LDD improved monitoring of progress within the classroom for pupils with LDD	IEPs and information sheets written by Head of LS	To be completed by July 2010	Pupils able to be supported by teachers more appropriately in order to fully access the curriculum
Learning Support	Formalise monitoring and review system for pupils with LDD	Set up monitoring procedures involving Heads of Dept, Heads of Tier, Heads of Year and tutors	Ensure more targeted support for pupils with LDD	IEPs/information sheets HoLS to set up timetable for reviewing all pupils with LDD	To be completed by July 2010	Improved targeting of support as needed for pupils with LDD.
Learning Support	Introduce screening for year 7 intake	HoLS to administer and assess tests of writing, reading and processing speed	To ensure more comprehensive identification of pupils with LDD	tests administered by HoLS in an English lesson with computer screener for individuals as follow-up if required	To be completed by April 2010	Identification and subsequent support of pupils who may have unidentified LDD
Whole School	Availability of written material in alternative formats.	Seek services available for converting written information into alternative formats.	If needed school can provide written information in alternative formats.		As required.	Delivery of information to disabled pupils improved.
2010/2011						
Whole School	Improve knowledge and understanding of the different learning needs of pupils with LDD.	Whole staff INSET on LDD	Improved differentiation of teaching in the classroom for pupils with LDD	Whole staff morning Inset		Improved understanding of appropriate teaching methods for pupils with LDD
Learning Support	Improve knowledge and understanding of the different learning needs of pupils with LDD	INSET on LDD with new staff	Improved differentiation of teaching in the classroom for pupils with LDD	HoLS to give training session as part of Induction process	To commence September 2010	Improved understanding of appropriate teaching methods for pupils with LDD
Learning Support	Introduce screening for all new pupils in all years	HoLS to administer and assess tests of writing, reading and processing speed	To ensure more comprehensive identification of pupils with LDD	tests administered by HoLS with computer screener for individuals as follow-up if required	To be completed by Dec 2010	Identification and subsequent support of pupils who may have unidentified LDD
2011/2012						
Whole School	Establish regular staff training sessions on different specific learning difficulties	HoLS to provide training	Ensure teachers have on-going professional development	Small group sessions	To be fully established by July 2011	Updated knowledge of staff to continue to improve provision of support for pupils with LDD

The Elms - Curriculum

Dept/Area	Targets	Strategies	Outcome	Scope of Works	Time-frame	Goals Achieved
2009/2010						
Learning Support	Training and guidance for new LDD TA	Co-ordinator to provide support	Trained and confident TA's	1:1	Start of term	Confident TA LDD support
Whole school	To improve dissemination of information for pupils with LDD to all specialist teachers	Provide all necessary staff with copies of ICP/IEP's	All subject specialists able to differentiate appropriately for pupils with LDD.	IEP's circulated to class teachers to relevant staff	Every time IEP's are reviewed and reissued.	Pupils able to be supported by teachers more appropriately in order to fully access the curriculum.
Year 3	Introduce dyslexia screening for all Year 3 children	LDD staff to administer tests	Comprehensive identification of junior children that would benefit from support	Year group	On entry into Year 3	Identification and subsequent support of pupils who may have a LDD
Year 3	Introduce NFER Verbal and non verbal reasoning tests for in Year 3 and for new junior children.	Class teachers administer tests	Comprehensive identification of junior children that would benefit from support	Year group	On entry into Year 3	Identification and subsequent support of pupils who may have a LDD
2010/2011						
Whole school	For LDD children to receive support within The Elms buildings (not at Trent)	Communication with Trent LDD support staff	Improved access to LDD lessons at The Elms	Finding a room	End of year	Children receiving support within comfort of school building
Whole school	Improve knowledge and understanding of the different learning needs of pupils with LDD. Improve understanding of IEP/ review process.	Whole staff INSET	Improved differentiation of teaching in the classroom for pupils with LDD.	Whole staff INSET	Michaelmas term 2010	Improved understanding of teaching methods for pupils with LDD and improved understanding of school IEP system.
Learning Support Team	Improve knowledge and understanding of the different learning needs of pupils with LDD	Courses INSET	To ensure more comprehensive knowledge and provision for pupils with LDD	Find relevant courses. INSET from Trent LS.	By July 2011	Improved knowledge of LS Team and improved 1:1 provision.
Whole School	Improve knowledge of visual impairment.	INSET by QTVI	Improve staff knowledge of provision and strategies for pupils with visual impairment.	Whole Staff INSET	Michaelmas term 2010	Improved knowledge of teaching methods for pupils with Visual Impairment.
2011/2012						
Whole School	Designated LDD support area within the school	Communication with Estates	Accessible environment with all necessary resources available and to hand.	Will require major works or a new build	3-5years	Children have welcoming, designated environment within school where they can concentrate and receive support.
Learning Support Team	Improve knowledge and understanding of the different learning needs of pupils with LDD	Courses INSET	To ensure more comprehensive knowledge and provision for pupils with LDD	Find relevant courses. INSET from Trent LS.	By July 2012	Improved knowledge of LS Team and improved 1:1 provision.
Whole School	Establish regular staff training sessions on different specific learning difficulties.	SENCO to provide INSET	Ensure that teachers have on-going professional development.	Whole staff INSET	By July 2012	Updated knowledge of staff to continue to improve provision of support for pupils with LDD.