



## **The Prebendal School**

### **Disability and Accessibility Policy**

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the 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 child. These criteria must continue to be met throughout the pupil's time at the school.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The school asks parents to declare any disability in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests of confidentiality.

One of the obvious problems which the school has (in common with many other schools) is its lay-out which covers a wide area and consists of a number of separate, and some historic and listed buildings of several stories and without lifts, which have grown since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for several subjects, based on the valid ground of having the facilities for the subject in one place. This requires pupils to go from classroom to classroom in some instances, often up steps or stairs in buildings without lifts. The boarding facilities pose similar problems in a greater degree. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long term plans can only go some way to ameliorate the position.

The Governors set up a committee which, together with school staff, was tasked with reviewing current school facilities and with recommending future development to the Governing Body. This review included the need to:

- (i) review the school's facilities as they are likely to affect pupils and prospective pupils who are disabled;
- (ii) make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

The plans and policies arising are reviewed annually.

### **Admissions**

The school's admissions policy, tests and procedures (including access to scholarships and bursaries) are reviewed regularly. Parents of prospective pupils are given the opportunity to provide details of the nature and effect of any disability which may require consideration of any adjustments which might need to be made.

### **Physical lay-out of the School and its boarding facilities**

These areas have been considered and the following problems have been identified:

The main school buildings, 52-54 West Street, The Bishop's Palace, The Treasury and Northgate House are historic and listed. They all have several floors and staircases and in which there are no lifts. Due to the nature and design of these buildings there is no scope for the major alterations required to obviate the disadvantage which would be caused to pupils with impaired mobility.

In recent new developments these problems have been addressed and as well as making new buildings fully accessible, the playground area has been altered to ensure ramped access to all ground floor areas of the main school grounds.

Studies into future development of the school, including eventual occupation of Nos. 55/56 West Street, will include adjustments as far as is possible to facilitate access.

### **Education**

The school has considered the problems of physical access caused by the need to have certain subjects taught in a fixed classroom.

The school has also considered the difficulties of "access" to education for those with specified types of disability, e.g. sight or hearing impairment, dyslexia, hay fever, eczema, asthma, food allergies, migraine, speech impairment, physical disability, special needs, etc. Each case is considered on its own merits and every effort is made to accommodate the needs of the individual within reasonable parameters with particular regard to all aspects of safety.

**Recreational Activities**

The school has considered the difficulties associated with access to recreational activities in the school. The primary obstacle revolves around the difficulty which would be experienced by those with impaired mobility given the physical lay-out of the school.

**Sporting Education and Facilities**

The school has considered the difficulties associated with access to sporting activities in the school. The majority of such activities take place on the school's playing fields which are situated some distance from the main school site with consequent problems of access to those with impaired mobility. The additional supervision required both in transit and during the main school sports activities is unable to be provided.

**Welfare**

The school has considered the difficulties which might arise for specified types of disability. It has concluded that unless a pupil was severely disabled, systems could be put in place in the school to enable welfare issues to be addressed.

**Awareness and Observance of the Policy**

The school promotes a culture of openness and fairness to all. Machinery exists for regular talks and discussions among both staff and pupils on the subject of equality and non-discrimination. Each form composes and regularly reviews its own policy on personal relations. Staff meetings regularly emphasise the importance of treating all pupils fairly and with particular attention to their individual needs.