

Accessibility Plan 2023 – 2026

Aim:

At Radnor House Sevenoaks it is our aim to remove, as far as we can, those barriers that make it hard for children and adults with a disability to take part in the day to day life of the school and benefit from the educational experiences and services provided. The school aims to ensure that it is a welcoming place that understands and responds effectively to children and adults with disabilities, and recognises the importance of a review and planning procedure associated with continuous development and improvement.

Context:

Radnor House Sevenoaks occupies a beautiful historic building surrounded by extensive grounds on the outskirts of Sevenoaks, Kent. Originally built in the second quarter of the 18th century, the Palladian mansion and property has been extended and re-modelled considerably over the years. It is a Grade 1 listed building, it has a 5-bay frontage, the central bays in 2 storeys, with 2 and a half storey end bays under low pyramidal roofs. The nursery and preparatory school occupy the old stable block, built around a small courtyard, and the senior school is based in the main house, extended and developed to provide the facilities needed for a pupils' independent day school. The main school comprises a lower ground floor and two levels above ground floor. There is lift access to the first floor of Senior School, there are 7 staircases to various parts of the building. Reasonable adjustments have been made to the school to accommodate pupils' needs, for example handrails on staircases, ramps, slow closure on doors and the addition of blinds to windows for a pupil who was visually impaired. There are disabled toilet facilities in the STEM area, and the Sports building. Dining facilities are located on the lower ground floor of the main school and alternative catering arrangements can be made on the ground floor. There is a separate block housing the Sports Centre and a 25m swimming pool in its own self-contained building. Wheelchair access is available with a lift to the first floor and access to the disabled toilet. Physical access to the full range of school activities is therefore limited by the nature of the building. There is significant parking on the main school site.

Strategy:

The Radnor House Sevenoaks strategy is to address and comply with the requirements of:

- the Disability Discrimination Act 1995,
- the Special Educational Needs and Disability Act (SENDA) 2001,
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015),
- the Equality Act (2010) and the Public Sector Equality Duty (2011), and
- the Children and Families Act 2014.

SENDA 2001 refers to disabled pupils in a wide sense, including those with special educational needs and those with learning difficulties and physical disabilities. Disabled pupils must not be treated less favourably than others, and reasonable steps must be made to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. This three-year plan, which applies to the whole school, is in three sections, covering the following areas:

- (a) The extent to which disabled pupils (including those with learning difficulties) can participate in the curriculum;
- (b) Improving the delivery of information (in a range of different ways) to disabled pupils, which is provided in writing for pupils who are not disabled;
- (c) Proposed developments in physical access to education and associated services.


Availability:

This plan is made available to parents, staff and pupils in the following ways: via the school website www.radnor-sevenoaks.org and on request from the school office.

Monitoring and Review:

- This plan is subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertakes a formal annual review of this plan.

Signed



Fraser Halliwell
Head



Dr Colin Diggory
Chairman of the Board of Directors

September 2023

1 Increasing Access of Disabled Pupils to the School Curriculum

It is a core value of the school that all pupils are enabled to participate fully in the school curriculum, and in the broader life of the school. Where reasonable, accommodations are made to ensure pupils with disabilities are able to access the school curriculum. Consequently, all pupils are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Issue	Action	Timescale	Responsibility
Develop assessment materials to check for learning difficulties and identify pupils having difficulties with writing at speed.	Pupils do the GL Lucid Exact in Year 7, Year 9 and Lower Sixth, which includes a section of the test looking at writing and typing speed. NGRT reading tests is administered for Years 7,8 & 9 annually to identify interventions for reading. New students who join us in other years are subject to the most appropriate test for that year group. This is overseen by the SENDCo and Specialist Exams assessor.	Ongoing	SENDCo Specialist Exams Assessor
Review departmental methods of assessment and learning support provision.	Departmental methods of assessment and learning support provision are routinely reviewed by the SENDCo to ensure consistency where practical.	Annually	SENDCo/Heads of Department
Provide and monitor a staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties.	SENDCo oversees a programme which can be delivered to support staff with teaching and learning for SEND pupils.	Annually	Academic LT/ SENDCo
External Visits and Off-site Activities – Monitor provision for pupils with disabilities on all residential visits including day, residential or overseas trips. EVC to keep up to date with current regulations and information on specific pupils, to be disseminated by the senior first aider to trip organisers and leaders.	EVC is up to date with all regulations, especially those concerning SEND, and checks the website http://oeapng.info/ regularly for up-to-date guidelines regarding learning outside the classroom. EVC ensures that all relevant information on pupils with any special needs, including nut allergy sufferers, asthmatics and diabetes, is effectively communicated by the senior first aider to trip organisers and leaders. The use of the Evolve system to administer trips allows the EVC to ensure all medical information is shared with group leaders and first aiders.	Ongoing	EVC
Ensure all teaching staff are fully informed of the SEND and EAL requirements of all the pupils they teach.	iSAMS is available at all times and is updated as required. This is updated as needs change or new pupils join the school or change classes. It is not saved as a hard copy. Pupil Passports or Personal Provision Plans are created to improve teachers' understanding of difficulties faced by a small number of pupils.	Ongoing	SENDCo & Prep SENDCo

Ensure the needs of SEND pupils are met in public examinations.	The school follows the SEND guidance issued by JCQ regarding public examinations. <i>This information is updated on annual basis as candidates are entered for their public examinations.</i>	Annually	SENDCo/ Specialist Exams Assessor/Exams Officer/Head
To support student exam access arrangements and to provide independence in exam situations	DocsPlus software purchased and used to support students who need a reader, spelling support or word processing only. This software will be used by all students using a word processor in exams with the appropriate features disabled. Exam reading pens are provided as are coloured overlays.	Ongoing	SENDCo/ Specialist Exams Assessor, Exams Officer
To support students with the production of written work, especially those who use a word processor as their normal way of working	DocsPlus to be provided to students identified and training given to pupils and parents. This software has planning tools and wordbanks and has” text to speech” capability. Exercise books with tinted pages are available for students who find this helpful.	Ongoing	SENDCo
To ensure SEND students are fully supported as the school roll increases	Prep and Senior SENDCO’s will work collaboratively with developing consistent strategies between primary and secondary schools. Enabling a smoother transitional experience. A Specialist Dyslexia tutor works closely with both SENCo’s to support students in both the Senior and the Prep School.	Ongoing	SENDCo / Prep SENDco / Head
Whole school interventions plan	Maintain and develop interventions as required to support students with physical, academic and social needs e.g. Sensory Circuits, phonics clubs or Social stories for both Prep and Senior School	Ongoing	SENDCo & Prep SENDco
To track interventions	Develop the use of tracking documents such as the Intervention tracker created by the Prep SENDCo.	Ongoing	SENDCo & Prep SENDco

2 Improving Access to the Physical Environment of the School

As outlined in the school context above, the nature of the school premises limits the extent to which physical access to the full extent of school activities can be attained for disabled children and adults. However, the school remains committed to taking appropriate steps to improve the physical environment in this regard. Planned actions are detailed below.

Issue	Action	Timescale	Responsibility
Lighting	Rolling upgrade of all classroom and corridor halogen/fluorescent lighting to LED to improve ambient light levels. Target minimum 300 LUX in classrooms, 500 LUX in the theatre and 100 LUX elsewhere.	Ongoing	Estates Manager

Acoustics	Consider viability of acoustic dampening solutions to reduce noise in school bistro and café. Acoustic panelling has been installed as a dampening solution in the dining room April 2019	Complete	Estates Manager
Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (DDA compliant) to benefit pupils with visual impairments. Contrast of skirting, door architraves, handrails, etc. Select furniture and equipment that is suitable and accessible for those with disabilities. All re-signing should consider pupils with visual impairments	School development plan re: continuing refurbishment and upgrading of existing facilities where appropriate. Advice to be taken from architect and research re: educational implications by Head and Leadership Team. Installation of window blinds in key sixth form classrooms to assist visually impaired pupils.	Ongoing. Has been built into a seven-year rolling programme.	Estates Manager
Consider the accessibility of all fire exit routes for persons with restricted mobility.	All persons of restricted mobility are given a Personal Emergency Evacuation Plan (PEEP) as they enter the building which is bespoke to the individual. A member of staff is designated to assist in their evacuation by the most appropriate route. Usually this will be via the main reception exit. Individual student risk assessments are carried out to determine specific accessibility and restrictions re upper floors and lower ground floor.	Ongoing, with annual reviews.	Estates Manager SENDco
Classroom accessibility	Alternative seating to be provided to persons who cannot access standard seating e.g. lower level desk to provided in place of science stools in labs	Ongoing	Estate Manager
Accessibility of stairs, steps and doorways	Persons of restricted mobility will need handrails. For doorways, some ramps will be needed. Review door closures. Assessment undertaken. Handrails installed on senior school stairways Portable ramps to be sited by the Dining Hall, near to the Senior Hall, glazed corridor, and PAT as required. These will be reviewed periodically to ensure they do not pose a trip hazard.	Complete	Estates Manager
Incidental adjustments	There will be requirements which cannot be foreseen. These will be addressed as they become apparent as long as the adjustment is reasonable in the context of the school buildings and activities.	Ongoing	All staff

3 Improving the Delivery of Written Information to Disabled Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, 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 timeframe.

Issue	Action	Timescale	Responsibility
Enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SLT, teachers, admin team and SENDCo
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team
Ensure all staff are aware of guidance on accessible formats.	Provide guidance to staff on dyslexia and accessible information.	Ongoing	SENDCo
Digital textbooks	Radnor House subscribes to Classoos online textbooks. These are provided to KS3 to KS5 as available for individual subjects.	Ongoing	SENDco