



EPSOM

COLLEGE

Date: February 2018
Review Date: February 2021
Responsibility: **Governors**

DISABILITY EQUALITY AND ACCESS 3 YEAR PLAN

For the period from 1 March 2018 until 28 February 2021

The College's Disability Equality and Access Plan has four inter-linked elements:

- **Information gathering**
- **Improvements in access to the curriculum and employment by:**
 - Providing for all pupils a curriculum that is appropriate to their needs;
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it;
 - Ensuring that recruitment procedures provide equal opportunities;
- **Physical improvements to increase access to education and associated services by:**
 - Ensuring that all school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments;
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils;
- **Improvements in the provision of information in a range of formats for disabled pupils by:**
 - Providing for pupils and their parents/guardians information about the school and its curriculum in a format that takes account of any disabilities.

1. Information gathering

	Title of Activity	Actions	Start/ Finish	Responsibility	Outcomes
Short Term	Determining assistance required - To enable the school to address specific disabilities either prior to entry to the College or whilst at the College	1. Parents of all pupils sitting assessments at Epsom College are requested to inform the School of any diagnosed disability/medical condition for which special provision needs to be made.	All letters detailing assessment process	Director of Admissions	Early identification of individual needs
Medium Term		2. To produce individual plans addressing any specific requirements identified above. Involve e.g. pupil, parents, staff, nurses, outside agencies as appropriate to devise appropriate plan.	As required	Head of Learning Support	Necessary adjustments made for each pupil
Long Term		3. Gather feedback from disabled members of the community, both staff and pupils.		Head of Learning Support	Access to the school gradually improved for disabled people

2. Improving access to the curriculum and employment

	Title of Activity	Actions	Start/ Finish	Responsibility	Outcomes
Short Term	Access to curriculum – To ensure that all pupils have equal access and benefit equally from the curriculum	<ol style="list-style-type: none"> To monitor disabled pupils’ achievements in exams Use standardised tests and MidYIS/ ALiS data to determine levels of achievement To ensure that all teaching staff of disabled students are informed of individual pupil’s needs Extra resources such as duplicate text books and coloured overlaid to be made available. To enter all disabled pupils on the SEN Register Correct Access Arrangements put in place Access to School Counsellor through HMM referral or self-referral INSET offered by Learning Support staff 	After internal and external assessments	Head of Academic Support to report to Deputy Head Academic	Disabled pupils achieve their full potential Disabled pupils have individual action plans and are not disadvantaged in any way
Short Term	Equal job opportunities - To ensure that disabled applicants who meet the minimum criteria are invited for interview	HR Manager to be involved in short-listing candidates, providing guidance where necessary to those HoD’s who are recruiting new staff	For all applications	HR Manager	Disabled applicants given an equal opportunity
	Staff Training – To ensure that teaching staff are able to meet every child's particular needs	Head of Academic Support to work with staff, using Induction time and CPD sessions, to enable them to differentiate between the needs of those children with special educational needs. Advice and observation offered to individual teachers as required.	Ongoing	Head of Academic Support	Disabled pupils achieve their full potential. Staff effectiveness improved.
	Role Models – To ensure that pupils experience positive role models of disabled people	Head of PSD Department to review schemes of work and introduce ways in which the pupils' experience of disabled people is positive through PSD lessons and whole school events	To be complete by Summer 2016	Head of PSHE	Curriculum includes positive perceptions of disability

	Title of Activity	Actions	Start/Finish	Responsibility	Outcomes
Medium Term	Consistent approach - To ensure that staff are fully equipped to meet the demands on individual pupil disabilities	Develop a consistent approach to differentiation to support disabled pupils	Ongoing with staff changes	Head of Academic Support, HoY's and HoD's	Improve staff confidence in dealing with pupils with specific disabilities

3. Physical improvements to increase access to education and associated services

The buildings of the College are spread over a wide area of the 80 acre estate. By far the larger part of the buildings pre-date 1960, most are of several storeys and only the Makinder building and Hart-Smith building have lifts. The main school building, from White House to Big School is listed to Grade II.

Classrooms are generally allocated on a per subject basis, with each academic department's classrooms being allocated as a group based on the valid benefit of having all the facilities for one subject in one place. Pupils, therefore, must move from classroom to classroom, often on different floors and in different buildings. A physically disabled pupil would be able to access only a very limited number of the classrooms and other academic facilities.

There are currently 13 houses each containing year groups from M4 (Year 9) through to U6th (Year 13), with accommodation more often than not spread over at least two floors and rooms allocated by year group. All meals are taken in the school's central dining hall. Disabled day boys could be accommodated in Robinson and girls in Rosebery. In addition, one of the boys' boarding houses (Forest) but none of the girls' boarding houses currently have the necessary facilities to accommodate a physically disabled boarding pupil. The Lower School has a lift and disabled facilities, and is therefore able to accommodate a physically disabled pupil.

The Makinder building houses the Geography, History and Politics and the Economics and Business Studies departments, and has disabled access to all floors. Other academic departments have some ground floor classrooms but there are a few that have no easy access. Lessons in these subjects could, if necessary, be relocated to other departments but this is not an ideal solution.

	Title of Activity	Actions	Start/Finish	Responsibility	Outcomes
Medium Term	Continual improvement - Ensure that disabled access is considered during all refurbishment programmes	Incorporate changes to the boarding and day houses during refurbishment to enable disabled pupils more and easier access	During planned maintenance work	Bursar	Improved disabled access to more areas in the College

4. Improvements in the provision of information in a range of formats for disabled pupils and parents or guardians

	Title of Activity	Actions	Start/ Finish	Responsibility	Outcomes
Short Term	Access to information - To ensure that parents and guardians are fully informed	Review information sent to parents and guardians to ensure it is accessible.	As necessary	Director of Admissions	All parents receive information in a format appropriate to their needs e.g. tape, large print, Braille.
	Improve Communication – to improve communication with disabled pupils and parents	<ol style="list-style-type: none"> 1. Ensure that the upgraded website remains clear, simple and easy to use. 2. Publish information as appropriate. 	As necessary	Director of Marketing	Delivery of information is improved