



# EPSOM

## COLLEGE

Date: February 2024

Review Date: February 2027

Responsibility: Bursar & Second Master

### DISABILITY EQUALITY AND ACCESS 3 YEAR PLAN

For the period from 1 March 2024 until 28 February 2027

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.

The College also recognises that it may provide services to the public, for example at Open Days, parents' evenings, concerts and plays, holiday lettings and the use of sports facilities.

Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible, or unreasonably difficult, for a disabled person to access the service, the College acknowledges that it is required to take reasonable steps to remove the feature, alter it so it no longer has that effect, provide reasonable means of avoiding the feature or provide a reasonable alternative method of making the service available.

Where an auxiliary aid or service would enable a disabled person to make use of a service, the College recognises that it is required to take reasonable steps to provide it. An auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

### 1. Information gathering

	Title of Activity	Actions	Start/ Finish	Responsibility	Outcomes
<b>Short Term</b>	<b>Determining assistance required</b> - 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
<b>Medium Term</b>		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 Academic Support	Necessary adjustments made for each pupil
<b>Long Term</b>		3. Gather feedback from disabled members of the community, both staff and pupils.		Head of Academic Support	Ongoing improvements to the access to the school for disabled people

**2. Improving access to the curriculum and employment**

	<b>Title of Activity</b>	<b>Actions</b>	<b>Start/ Finish</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short Term</b>	<b>Access to curriculum –</b> To ensure that all pupils have equal access and benefit equally from the curriculum	<ol style="list-style-type: none"> <li>1. To monitor pupils with disabilities achievements in exams.</li> <li>2. Use standardised tests and MidYIS/ ALiS data to determine levels of achievement.</li> <li>3. To ensure that all teaching staff of students with disabilities are informed of individual pupil's needs (e.g. sitting at the front of a classroom).</li> <li>4. Extra resources such as duplicate text books and coloured overlaid to be made available.</li> <li>5. Suitable IT provision to be provided.</li> <li>6. To enter all pupils with disabilities on the SEND Register.</li> <li>7. Correct Access Arrangements put in place.</li> <li>8. Access to School Counsellor through HMM referral or self-referral .</li> <li>9. INSET offered by Academic Support staff.</li> </ol>	After internal and external assessments	Head of Academic Support to report to Deputy Head Academic	Pupils with disabilities achieve their full potential Pupils with disabilities have individual action plans and are not disadvantaged in any way
<b>Short Term</b>	<b>Equal job opportunities</b> - To ensure that disabled applicants who meet the minimum criteria are invited for interview	Director of HR to be involved in short-listing candidates, providing guidance where necessary to those HoD's who are recruiting new staff.	For all applications	Director of HR	Applicants with a disability given an equal opportunity
	<b>Staff Training –</b> 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	Pupils with a disability achieve their full potential. Staff effectiveness improved.

	<b>Role Models</b> – 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 people with disabilities is positive through PSD lessons and whole school events.	To be complete by Summer 2027	Head of PSHE	Curriculum includes positive perceptions of disability
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	<b>Title of Activity</b>	<b>Actions</b>	<b>Start/Finish</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Medium Term</b>	<b>Consistent approach -</b> To ensure that staff are fully equipped to meet the demands on individual pupil disabilities	Develop a consistent approach to differentiation to support pupils with disabilities.	Ongoing with staff changes	Head of Academic Support, HoY's and HoD's	Improve staff confidence in dealing with pupils with specific disabilities

All trips have to be available to all eligible pupils, regardless of disability. Where a pupil has a disability this will be noted on EVOLVE through the medical records on iSAMs. The Medical Centre will monitor the registers of all trips and contact trip leaders directly with any additional information they might need. Trip leaders produce a bespoke risk management plan for each trip. When they are taking a pupil with a disability this will include how the pupil's needs will be managed throughout the trip.

### **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 Humanities 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 pupil with a physical disability 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. Day boys with a disability 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 boarding pupil with a physical disability. The Lower School has a lift and disabled facilities, and is therefore able to accommodate a pupil with a physical disability.

The Humanities building houses the Geography, History and Politics and the Economics and Business Studies departments, and has disabled access to all floors. Our latest building which opened in May 2023, 'The Mermaid', is also fully accessible by staff and students with a disability. 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.

	<b>Title of Activity</b>	<b>Actions</b>	<b>Start/ Finish</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Medium Term</b>	<b>Access to new buildings</b>	Ensure that any new buildings on site are designed to be fully accessible by staff and students with a disability.	From design stage to completion	Bursar	No limitations on access to any part of the building
<b>Medium Term</b>	<b>Continual improvement</b> - Ensure that disabled access is considered during all refurbishment programmes	Incorporate changes to the boarding and day houses during refurbishment to enable pupils with disabilities 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 pupils with disabilities and parents or guardians

	<b>Title of Activity</b>	<b>Actions</b>	<b>Start/ Finish</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short Term</b>	<b>Access to information</b> - To ensure that parents and guardians are fully informed	Review information sent to parents and guardians to ensure it is accessible. Providing BSL interpreters at events, on request.	As necessary	Director of Admissions	All parents receive information in a format appropriate to their needs e.g. tape, large print, Braille.
	<b>Improve Communication</b> – to improve communication with disabled pupils and parents	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