



The  
Yehudi  
Menuhin  
School

## ACCESSIBILITY POLICY

Policy Owned By:	Deputy Head (Academic)	Autumn 2023
Reviewed By:	Leadership Team	Autumn 2023
Governors Approval By:	Full Council	Autumn 2023

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## Summary of material changes since the 2022 revision:

Revision	Paragraph Number	Revision
November 2017		
Spring 2021	Whole document	Re-formatted to include revision history, paragraph numbers, Abbreviation, Acronym and Definitions table. Policy has been expanded substantially.
Spring 2022	Abbreviations	DoAS now DoS – Director of Academic Studies now known as Director of Studies
	Paragraph 3	Add final two sentences
	Paragraph 6	Updated with latest pupil profile information
	Previous paragraph 9	Deleted
	Paragraph 9	Final sentence added
	Paragraph 15	Change “disability committee” to “Leadership Team”
	Paragraph 16	Add “annual” in first sentence
	Paragraph 18	Update policy details
	Tables	Various updates to reflect current progress
Autumn 2023	Whole Document	Updated accessibility provision and tables of achievements and goals

## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
DoM	Director of Music
EAL	English as an Additional Language
EVC	Educational Visits Coordinator
HoMR	Head of Musical Resources
INSET	IN Service Education and Training

LAC	Looked After Children
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities

## **Ethos and Aims**

1. The Yehudi Menuhin School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each, and every, pupil can participate fully in the life of the School.
2. We have an admissions policy and criteria (P6.2 Admissions Policy - available to view on our website) which seek to remove barriers to entry to our school for pupils with special needs and/or disabilities. All pupils must meet our required entry level musical ability. We strive to be a fully inclusive and welcoming school.
3. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. For example, the Music Studios were built in 2016 with full accessibility including a ramp from the Music Studios and car park down to the main school. In addition, in 2020 new handrails were fitted in the Menuhin Hall to aid when walking to the seating. Summer 2021 saw the relocation of our Healthcare facilities to the ground floor of Music House with widened access suitable for wheelchair users and entry to the facilities direct from the grounds (without the need to enter the boarding house). New disabled toilet facilities were also provided on the ground floor of music house.

## **Definition of Disability**

4. A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

## **Scope of the Plan**

5. The School's Accessibility Plan contains relevant actions to:
  - increase the extent to which disabled pupils can participate in the School's curriculum;
  - improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School;
  - improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **Context**

6. The school supports a number of pupils with additional learning support provision. There are currently no Looked After Children (LAC). A significant number of pupils currently receive additional support in learning English as an Additional Language (EAL). Pupils with an Education, Health and Care Plan (EHCP) (currently one) are monitored twice yearly to assess

progress relating to their Individual targets. One pupil has a hospital-led Healthcare plan which is reviewed by the school nurse and Deputy Head (Pastoral).

7. All our pupils are fully integrated into school life and participate in the whole curriculum including co-curricular activities (such as school trips).
8. We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability they might have. We actively implement the school's Equal Opportunities Policy for Staff in the day-to-day management of The Yehudi Menuhin School. Staff with medical disabilities are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.
9. The School has conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were invited via Academic Meetings, Pastoral Meetings and meetings of the (pupil) School Council. SEN is a standing agenda item at all Academic meetings.
10. The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.
11. Additional inset training on autism was provided to all staff by the SENDCO from CFS in September 2023. Access to additional material is signposted in the Virtual Staff Room on Teams.
12. We are also training up two staff to become ELSA's to help support some of our pupils and provide guidance to all staff.
13. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and these are available on the School's website.

## **Action Plan**

14. The following are carefully considered regularly in Academic and Pastoral meetings, and in other specific focus groups, including the School's Disability Policy Action Committee:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation

- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

15. The results of the School's continuous monitoring of the above has informed the action plan below which relates to Schedule 10 of the Equality Act:

- Increase the extent to which disabled pupils can participate in the School's curriculum.
- Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who do not have a disability.

16. In addition:

- where appropriate, all new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces;
- the School commissions a fire safety risk assessment to be carried out by a suitably experienced and qualified specialist every three years. This covers the entire school site including residential areas and updates the School's fire evacuation plan;
- the School considers how accessibility can be improved when carrying out any modifications to buildings or grounds.

## **Monitoring and Review**

17. The School's Leadership Team meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body.

18. There is a formal annual review of the implementation of the plan by the governing Council. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

19. The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

20. The plan should be read in conjunction with the School's P7.2 Admissions Policy, P1.3 SEN Policy, P1.4 Equal Opportunities Policy – Pupils and P4.2 Equal Opportunities Policy - Staff.



## Actions that have been completed.

To provide wheelchair accessible toilet facilities in additional buildings for pupils, staff and / or visitors	Toilet facility redesign with door widening for wheelchair access and disabled facilities	Planning, design, governor approval and funding decision	Accessible toilet facilities	Bursar	Completed Summer 2022
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Aim	Activity	Resources Required	Success Criteria	Lead	Target Completion Date
Train teachers on further differentiating the curriculum	All academic teaching staff to have INSET twice a year. Focus provided for students who have differentiated needs such a SEND, EAL or specific issues	CPD budget; time at INSET	All teachers are able to meet the requirements of all students' needs more fully, increasing access to the curriculum.	DoS	Completed Autumn 2023
Organise music programme (instrumental tuition, workshops, concerts and practice) to ensure parity of provision/ opportunity.	All music teaching staff to have INSET twice a year. Focus provided for students who have differentiated needs such a SEND, EAL or specific issues.	DoM, HoMR and outreach staff agenda time at Music Admin meeting; HoMR time in implementing any adaptations needed to ensure parity of provision.	Instrumental lessons, workshops and practice sessions accommodate the needs of individual students, thereby increasing access to the curriculum.	DoM	Completed
Ensure PHSE policy and curriculum reflects the National Guidance	Policy and Schemes of work re-written, parental & student consultation	Management time, time to review	Explicit inclusion of Mental Health, Wellbeing, Relationships including LGBT++ and specific reference to protected characteristics.	DoS/DoPC	Summer 2021 Completed
Ensure all external examinations are accessible and fair to all students.	Exams officer attends annual training for assessment re Access Arrangements in academic exams – e.g. extra-time for processing and liaises closely with SEND staff	Budget for relevant courses.	Exams officer and invigilators have required training.	DoAS / Exams Officer	Spring 2022 Completed.

## Improving access to the curriculum

Aim	Activity	Resources Required	Success Criteria	Lead	Target Completion Date
Ensure educational support covers co-curricular areas and activities	Liaise with House staff to provide support for those in need of additional assistance. Update and circulate the list of students and the way to address the extra help they need. House staff to attend SEND training regularly with the express intention of highlighting SEND needs of our students and how they can be helped and supported. This initiative will be developed further to include specific adjustments which need to be made for individual students. All school trips & co-curricular will go through the process of planning by the group's leader, and checked by the EVC to ensure that they are conducted in an inclusive environment with providers that comply with legislative requirements. Increasing access to all school activities for all SEN/disabled students.	Time to update the SEN info and the list of pupils in need of assistance.  House staff need time to attend meetings. These may clash with days off. Use of pastoral meeting.	Accessibility to extracurricular area and activities for all students. Students feel supported during and after working hours. In Houses, staff have a greater awareness of those students who require additional encouragement/support/understanding beyond the classroom setting. Students' access to School trips is fully inclusive.	Deputy Heads/EVC	Summer 2024
Raise awareness of disability issues for governors	Provide training for governors	Agenda time at governors' meeting; training by DoS as line manager to SEND. Agenda item to be arranged.	Extending awareness of issues relating to Access to an additional group within the school community, leading to a more inclusive school environment	Deputy Heads	Autumn 2024

## Improving access to the physical environment

Aim	Activity	Resources Required	Success Criteria	Lead	Target Completion Date
To ensure a physically disabled child could be accommodated	Boarding facilities design with accessibility features; Ground floor, wheelchair accessible bedrooms and bathrooms; accessible common areas.	A future action requiring governor approval, planning permission, fundraising and construction	Accessible boarding facilities for girls	Bursar	2030
To ensure a physically disabled staff member could be employed in any role	All buildings to have suitable disabled access points; identify suitable office furniture which could be purchased if required; external pathways around school site to be of suitable construction for wheelchair users.	Planning, design, governor approval and funding decision	Ability to offer employment to physically disabled successful candidates for any role	Bursar	2030

## Improving access to information

Aim	Activity	Resources Required	Success Criteria	Lead	Timescale
Widen accessibility of written material, e.g. make available prospectus, newsletters and other information for SEN/ disabled students, their parents/carers and staff in alternative formats	Ensure there is provision of enhanced written information in various formats when required for particular purposes to suit individual needs (e.g. coloured versions for particular processing needs, enlarged versions for visually impaired needs) attends annual training for assessment re Access Arrangements in academic and music exams – e.g. extra-time for processing and liaises closely with the Exams Officer	Training time; time to review and update	Students will have fully accessible information in a suitable format for their needs.	Development Department and Registrar	Summer 2024