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## *Additional Needs and Inclusion Policy*

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### 1. Introduction

Patterdale Hall Residential Adventure Learning Centre has an obligation under the Equality Act 2010:

- Not to treat visitors who are disabled less favourably for any reason related to their disability;
- To make reasonable adjustments for guests who are disabled, so they are not put at a substantial disadvantage;
- To draw up plans to show how, over time, we will increase access to outdoor education and our centre for guests who are disabled.

This policy sets out the propose actions of our centre to increase access to education for guests who are disabled or who have additional needs in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which guests who are disabled can participate in the centre curriculum;
2. Improving the environment of the centre so guests who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to guests who are disabled.

This policy should be read in conjunction with the Bolton School Equality and Diversity Policy.

### 2. What defines reasonable adjustments?

In determining what is reasonable the centre will have regard to:

- The financial resources available to the centre
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments on a short term basis
- Health and Safety requirements
- The interests of other guests
- The need to maintain academic, sporting or other standards

### 3. Statement of Intent

Patterdale Hall is committed to resourcing, implementing, reviewing and revising this Policy annually.

The centre is based around a Grade II listed Victorian country house and landscaped gardens, which we accept has areas that are not wholly accessible and activities that are not suitable for some guests with additional needs. We are practical in our approach and communication, but we do work towards adapting our work if given the right information and time, to include all. We identify suitable opportunities to train



and increase the skill of our staff in working with people with disabilities. We are not a specialist centre in this field and do not intend to become one.

#### 4. The Bolton School and Patterdale Hall Ethos

Our purpose is:

- To be sensitive to the needs of every child
- To reduce barriers to learning in every area of centre life
- To ensure the outdoor learning curriculum is accessible to every student
- To keep equality of opportunity enshrined in our practice
- To have regard to any Department for Education's guidance as may be in force and amended from time to time

#### 5. What constitutes a disability?

The Equality Act describes a person who is disabled as having *'a physical or mental impairment which has a substantial and long-term adverse effects on his or her ability to carry out normal day-to-day activities'*.

**Physical impairment** may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, cerebral palsy and medical conditions such as asthma, diabetes, epilepsy or HIV.

**Mental impairment** includes neurological deficits such as specific learning difficulties; autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all guests who have a learning difficulty or special educational need are disabled. This policy of inclusion covers all young people who visit the centre with additional needs.

#### 6. Identifying the needs of guests

Visiting Group Leaders identify and provide for the pastoral needs of individual guests, as outlined in their own pupil profiles, individual educational plans and pastoral support plans.

The views and aspirations of guests who are disabled, their families and their designated professionals are an important part of our course planning.

Group Leaders of children with disabilities or special educational needs are expected to notify them to the centre at the point of liaison. If these are not known at the time, the centre should be notified as soon as they are recognised.

The Group Leader is required to return final information paperwork at least 2 weeks prior to the visit. It is however helpful if specific information is known sooner than this.



Once aware of the additional needs the centre staff will liaise with the visit leader as a primary point of contact and then with the relevant parents and professionals as required.

This will include relevant Patterdale Hall professionals such as the Cook for dietary and allergen needs, the activities senior team for aspect of inclusion in a programme, the residential and maintenance staff for centre related aspects. Further advice is from Bolton School colleagues includes; the Nurses, Health Safety and facilities manager, head of estates.

Where possible prior to the stay a thorough plan will be put in place, this will differ for each case but may include;

- **Comprehensively completed Medical consent for with additional written information** - child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance
- **Personal Emergency Evacuation Plan** - for those with impairments and disabilities affecting their movement around site and the accommodation.
- **Further info on Dietary needs** – where this information provided on medical consent form is not comprehensive enough or the condition is out of the ordinary.

Failure to receive information and communication in a timely manner impacts our ability to be responsive to needs.

At all times, Patterdale Hall staff will take full account of:

- Pupil and parental views
- Advice from teachers
- Advice from other designated professionals

## 7. Coordination and Implementation of provision

For the pastoral care - This is the primary responsibility of the Group Leader with support from the Hall Residential Manager

For centre lead activities – This is the responsibility of the Group leader with the Activities Manager and the activities team.

## 8. Responsibility of Hall Staff

In order that Patterdale Hall is fully compliant with the Equality Act, all staff are made aware of the duties to wards children who are disabled and the 'reasonable adjustments' needed for particular children.

## 9. Inclusion of a range of Religious beliefs

In line with the Bolton School Equality and Diversity Policy, Patterdale Hall seeks to maintain an awareness, understanding and respect of the religious beliefs of its guests and participants. Reasonable and suitable adjustments may be made to accommodate the undertaking of these religious beliefs and practices. From time to time it may not be possible to accommodate all needs and allow full participation in the programme. Failure to receive information in this respect prior to the group's arrival will impair the Hall's ability to respond to these additional needs.



Patterdale Hall will work closely with, and take the lead from the visiting group leaders and their organisational structures.

Common ways in which the hall accommodates these additional needs include:

- Providing information on and links to public transport to attend a religious services within the local community.
- Designation of a suitable but temporary prayer room and indication of compass direction
- Caters for a range of dietary requirements and stocks Halal meat and sources other specialist foods.
- Assesses impact on Health and Safety of fasting activities.
- Provides, even on camp washing facilities for bathing before eating (could be river or mountain stream).
- Assesses the impact on Health and Safety of a range of religious clothing and headwear.

## 10. Concerns or Complaints

The centre asks that any concerns are raised at the earliest opportunity so that they can be addressed or allayed. If the member of staff present is not able to do this, or you do not feel comfortable raising the concern, please speak to the Residential, Activity or Centre Manager.

If you have a complaint, please follow the established complaint procedure detailed on the website or available from the office.

The centre will maintain a Disability Access Plan to ensure that current and future planning requirements are addressed. The Plan will be reviewed on an annual basis by the Centre Manager or his Deputies.



It is the Group Leader's primary responsibility to ensure that any participant or guest of the centre with additional needs and with limited mobility, who are using the overnight accommodation have a clear and workable plan of recognising the alarm and safe evacuation. The Patterdale Hall Residential Manager will work closely with the member of staff and individual to ensure that this is set up appropriately and that any remaining risks can be managed to a tolerable level.

The is the Personal Evacuation Emergency Plan for: Year:		
Group		
Bedroom/ Building		
Date of Plan		
Completed By:		
<b>1. The Alarm System</b>		
Describe how the alarm is normally raised and how the alarm will be raised for the participant/guest <u>if this is different</u> .		
<b>2. Evacuation Procedure</b>		
Describe the evacuation procedure for this participant/guest.		
<b>3. Assistance</b>		
Describe what assistance the participant/guest requires to evacuate.		
Detail who will provide this assistance		



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<b>4. Equipment</b>
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Describe any equipment which has been provided for the participant/guest emergency evacuation.
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<b>5. Training in the Use of Equipment</b>
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Describe the training required to use the equipment.
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List the people who have received this training and the date of their training.
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<b>6. Safe Routes</b>
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Describe the primary and secondary routes to be used for evacuation.
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Describe primary and secondary routes to be used from parts of the building used less frequently
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<b>7. Signature</b>	
Group Leader	