

## 17b ACCESSIBILITY PLAN

*For the curriculum, buildings, environment and facilities as defined in the Disability Discrimination Act (1995) and Equality Act 2010.*

## POLICY STATEMENT

*Our mission is to develop happy, confident and successful children  
who are well prepared for their future.*

This Access Policy statement is based on a belief in equality and inclusiveness for all. Westbrook Hay is committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010: The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, asthma, diabetes, epilepsy, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Westbrook Hay also considers other legislation in all decision making processes e.g. the SEND Code of practice: 0 to 25 years, 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>,

the SEND Act 2001, <http://www.legislation.gov.uk/ukpga/2001/10/contents>,

the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment)

<http://www.legislation.gov.uk/ukpga/2011/21/contents>

and this Policy will be updated when new legislation is passed to account for any further duties/requirements of the School.

## ETHOS AND AIMS OF WESTBROOK HAY PREP SCHOOL

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. It is the overall aim of Westbrook Hay Prep School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and they comply with our moral and legal responsibilities under the Equality Act (2010) <http://www.legislation.gov.uk/ukpga/2010/15/contents>.

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

We aim to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life.

## ADMISSIONS

We have an admissions policy and criteria (available to view on our website) which seek to remove barriers to entry to our school for pupils with special educational needs and/or disabilities. We strive to be a fully inclusive and welcoming school. Our mission is to provide educational opportunities of the highest quality for boys and girls in our School.

Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor, educational psychologist (EP) or other outside agencies to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians. Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school, Westbrook Hay is committed to providing those reasonable adjustments.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the school buildings and the curriculum. The school also expects all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

## ACCESS TO THE SCHOOL

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.

The Upper School and main administrative offices were founded, and are located in a converted Grade II listed Georgian House. Our physical facilities for persons with disabilities are limited within this building. We will, however, make every reasonable adjustment in order to meet the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities. A disabled parking bay is provided in the main car park.

Our Middle School building has a disabled toilet on the ground floor, upstairs access via a lift and walkway from the Performing Arts Centre (PAC) into Year 2 classrooms.

The Lower School and PAC both have disability access and toilets.

Disabled parking bay and access is provided as and when required and with regard to the specific needs of the individual.

## ACCESS TO THE CURRICULUM

Westbrook Hay offers a broad and balanced curriculum for all pupils and as far as possible, makes reasonable adjustments to enable pupils with disabilities to access the curriculum and aid their educational development.

The teaching environment/facilities include:

- Teachers and teaching assistants receive training to teach and support disabled pupils through INSET days and individual courses;
- Staff seek guidance and support from specialist advisers to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion of pupils with disabilities;
- All staff who work with a child with disabilities are invited to contribute to pupil reviews, and to share practise through team meetings;
- The classrooms are organised for pupils with adaptive equipment, adjustable height seating and worktops, and the variety of equipment required to meet the needs of children; Previously, we have provided equipment for our visual and hearing impaired pupils;
- Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons;
- All pupils take part in the full curriculum and age appropriate after school clubs are open to all;

- Communication systems are used by staff as required, but especially in the Early Years, including Makaton, Pecs, photographs and objects of references for EYFS;
- Staff recognise and allow for additional time required by some pupils in tests and examinations;
- Provision is made for access to computer technology with appropriate adaptations for our pupils;
- Written information is provided to pupils; handouts, timetables, textbooks and information about the school and school events;
- Workbooks and worksheets are provided in a size, colour and font that meets the needs of the individual;
- Accessible copies are provided as required – Copyright (Visually Impaired Person) Act 2002.
- School visits are accessible to all pupils irrespective of attainment or impairment;
- There are high expectations of all pupils;
- Staff constantly seek to remove all barriers to learning and participation.

We focus on accessibility rather than specific formats for our ‘visually impaired child’. An accessible copy of a document is defined as “a version which provides for a visually impaired person’s improved access to the work”.

“An accessible copy may include facilities for navigating around the version of the copyright work”, so it covers hard and soft copies; i.e. braille, audio, E-text, large print, yellow/coloured paper etc. This relates to 1-1 copying only.

## **FLEXIBILITY OF TEACHING**

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with some training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials. Teachers and support staff are flexible enough to adapt their teaching approaches to enable pupils to learn effectively in their classrooms.

Staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or the whole class group.

Staff enable the pupils to show their interest, knowledge and skills despite their difficulties with communication.

Visual timetables and clues to ‘next’ activities are given to ensure the pupil is aware of the routines required throughout the day

Reward systems are in place to support the children with positive strategies.

Where the School agrees to provide additional services outside of 'reasonable adjustments', such as a specialist teaching for visually impaired, hearing impaired, specific learning difficulties etc, parents will enter into a contract directly with the relevant peripatetic teacher, or, in the case of a member of the School's teaching staff providing the additional services, be charged at a level that reasonably reflects the cost to the School of providing that service.

## **ARRANGING THE CLASSROOM**

Each classroom is set out to provide the most positive environment to work in, to ensure the child learns effectively.

Toilet facilities are available close to classrooms.

A distraction-free area for pupils who find it difficult to concentrate for any length of time can be provided, if required.

A variety of resources are used to ensure that the pupil learns effectively. There is input from external teachers of the visually impaired and the deaf when required.

IT support is invaluable in providing access to the curriculum and assistive technology is used throughout the school to support the learning of disabled pupils.

## **CONTEXT**

Where School is aware of children, staff and governors with specific disabilities, have SEND, or where we have looked after children (CLA) and children who have English as an additional language (EAL), we record and monitor regularly, and adapt provision as required.

The SENCO audits the provision for pupils with special educational needs and/or disabilities on a regular basis in conjunction with teaching staff, using a 'provision plan'. The results of the audit have informed our school accessibility plan for 2019-2022 which is a written action plan with targets. The plan and targets are available to all teaching and support staff, pupils and parents.

We monitor the success of the provision plan termly and if required, the teachers update the plans as and when information and it will also be reviewed annually. The governing body will report on how targets have been met in their annual report (and what impact they have had on the achievements of pupils with disabilities).

## ACTION PLAN

The following has been carefully considered by the school's SENCO, Pastoral Leadership Team (PLT), Academic Leadership Team (ALT), Bursar, HR Manager, Registrar and Director of Sport:

<ul style="list-style-type: none"> <li>● Admissions</li> <li>● Attainment</li> <li>● Attendance</li> <li>● Exclusions</li> <li>● Education</li> <li>● Extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>● Governing body representation</li> <li>● Physical school environment</li> <li>● Selection and recruitment of staff</li> <li>● Sporting education and activities</li> <li>● Staff training</li> <li>● Welfare</li> </ul>
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### Improving the physical environment of the School

As budgets allow:

1. The School will undertake an annual fire safety risk assessment and update the School's evacuation plan.
2. All conversions to existing areas of the School will be considered with regard to disabled access and every reasonable effort will be made to improve access for such pupils, given the constraints of structural alterations to listed buildings.
3. All new equipment purchased for teaching will be considered as to its suitability for pupils with SEND. Every reasonable effort will be made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.
  - i. To enable clear provision of images and text in large printed format
  - ii. To enable the use of high-quality audio-visual material through the provision of interactive whiteboards.
4. Where it is deemed beneficial by the SENCO/ form teacher and /or at the recommendation of an Educational Psychologist, children can use a Chromebook in class and for exams and also additional time to complete their work. This is usually for Years 5-8 but can be earlier if a recommendation is made.

### Improving the delivery of information to disabled pupils and parents

1. The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet their needs, if so requested and it is reasonable to do so.
2. All School documents to be made available in large print format upon request
3. The School will continue to provide INSET for all teachers in order to support them in better communication with pupils with SEND. Form/class teachers of visually impaired (VI) and hearing impaired (HI) children, attend Hertfordshire County training days when required. or necessary.
4. The School will plan, as required, an ongoing investment in classroom technology to better facilitate communication to pupils with SEND.

### Equality Act 2010

*"The majority of equality legislation is outside the scope of inspection. However, since January 2015 antidiscrimination considerations have been introduced into Part One of the ISI standards. In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan," (Equality Act 2010)*

The results of Westbrook Hay Prep School's audit and continuous monitoring of the above has informed the action plans below, which relates to the following ISI Regulatory Standards on special educational needs and disability (SEND):

ISI Regulatory Standards	Description
Schedule 10	
3. 2 (a)	Increasing the extent to which disabled pupils- and those with additional needs- can participate in the school's curriculum
3. 2 (b)	Improving the physical environment of the school for the purposes 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
3. 2 (c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

1. (3.2.a) Increasing the extent to which disabled pupils –and those with additional needs - can participate in the school curriculum

	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short Term	Enable staff to increase their knowledge and understanding of the needs of disabled pupils	Training of staff	Staff confidence in providing appropriate teaching and support of disabled pupils	Flexible approach to disabled pupils	Success of disabled pupils to participate and access the school curriculum and in examinations.
Short Term	To provide children with SEND with a space that is adequate to have extra 1:1 or small group sessions	Look at the overall structure and school build and see if there is rooms/space available for this to happen if it is required	Pupils who struggle to access the curriculum can have adequate space to work in	Ongoing	
Medium Term	Curriculum review to ensure that it is inclusive (Inclusion means embracing all pupils irrespective of race, gender, disability, medical or other needs)	Subjects leaders to think about inclusion when reviewing planning	Disabled pupils feel included in the curriculum	Flexible	WBH promotes diversity and inclusion through the curriculum
Medium Term	Day and residential trips are researched and adequately provide a curriculum that is accessible for all.	Review our current trips and make sure that they are adequately prepared in the event of a disabled child partaking	Disabled pupils can participate in all areas of the curriculum, including outdoor activities	Flexible approach to disabled pupils	
Long Term					

Key points and checklist to consider when completing this table:

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there high expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?

2. (3.2.b) Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies/Resources	Success Criteria	Time Frame	Goals achieved
Short Term	Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins  Maintenance costs	Physical accessibility of school increased		In place
Short Term	Access into school and reception to be fully compliant	Designated disabled parking Wide doors and corridors	Physical accessibility of school increased		In place
Short Term	Improve signage to indicate access routes around school	Signs indicate disabled parking bay and wheelchair friendly routes around school  Cost of signs	Disabled people aware of wheelchair access		In place

<b>Short Term</b>	Create a disabled parking space in the carpark	To convert the parking space on the far left-hand side of the main car park (outside of the colonnade) from a normal parking space to a disabled.	Enables pupils/parents and visitors who are disabled, to park in a wider space and to have access to a flat, accessible and easier way to park on the school site.	Job to be completed over the summer holiday 2019	Completed August 2019
<b>Short/Medium Term</b>	Maintain safe access around the the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils  Cost of any adjustments that need to be made	People with disabilities can move safely around the school		Ongoing
<b>Medium Term</b>	Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation  Cost included in ground`s maintenance contract	People with disabilities can move unhindered along exterior pathways		Ongoing
<b>Medium Term</b>	Improvements to help the visually impaired	External steps highlighted in yellow/non-slip paint – some may need repainting where they have faded  Cost of materials and labour	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained		Ongoing maintenance

<b>Medium Term</b>	Provide pupils with disabilities with safe passage around the school buildings	Walk round tours for deaf and visually impaired children at the start of new academic years (or on joining) to familiarise them with the settings	Knowledge and confidence	On going	Ongoing, as and when necessary
<b>Long Term</b>	Improvements to help the hearing impaired	Install hearing loop/sound field when necessary Alarm linked to fire alarms  Cost of equipment/ installation	Learning experiences of pupils with hearing difficulties enhanced.		Future plan
<b>Long Term</b>	A flat pathway to be created leading out to the school fields	Seek advice from building constructors	Allows for easier access for pupils/parents and visitors who are disabled to participate in activities on the school fields	TBC	

Key points and checklist to consider when completing this table:

- does the size and layout of areas, including all academic and social facilities, classrooms, a dining hall, PAC, library and staff rooms allow access for all pupils?
- can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the school site and parking arrangements safe routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with special educational needs (SEN) and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?

- are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

### 3. (3.2.c) Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short Term	Ensuring availability of written materials in alternative formats	Research sources of alternative formats including costings	If needed, the school could provide written information on alternative formats		Delivery of information to disabled pupils is improved
Medium Term	Ensuring that the schools delivery of information is available in a variety of formats	Research into braille printing and assistive technology	Parents and pupils can access information in a user-friendly manner		Delivery of information to disabled pupils is improved
Long Term	To replace all the old interactive whiteboards throughout the school to new interactive screens	Research the cost and implications this has on the school budget	Pupils will have a clearer view on the teaching screen	TBC	Some classrooms have replaced screens already

Key points and checklist to consider when completing this table:

- do you provide information in simple language, symbols, large print, audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as IT to produce written information in different formats?
- do you ensure that staff are familiar with the technology and practices developed to assist people with disabilities?

Reviewed by the Governing Body January 2020  
Next Review by the Governing Body due January 2022