

ACCESSIBILITY PLAN

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

under review pending commencement of replacement SENCO Summer Term 2017

POLICY STATEMENT

This Access Policy statement is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to a fully 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 Act 2001, the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) 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 to comply with our moral and legal responsibilities under the Equality Act (2010).

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustment 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 (SEN) and/or disabilities 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 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 or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

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.

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 bays 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 learning difficulties 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 needs;
- All staff who work with a child with learning difficulties or disabilities are invited to contribute to pupil reviews, and to share practice 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; Recently, 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 to 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. Is this required in policy, as it may be covered by the general statement above

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.

Pupils have behaviour plans to tackle any behavioural issue. The plan is drawn up in conjunction with the parent, and behaviour specialist support is sought where required.

Where the School agrees to provide additional services outside of 'reasonable adjustments', such as a specialist teaching for dyslexia, 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. Details of any costs will be provided in writing.

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 each classroom.

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 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 SEN, or where we have looked after children and children who have English as an additional language, we record and monitor regularly, and adapt provision as required.

The SENCO audits our provision for pupils with special educational needs and/or disabilities on a regular basis in conjunction with teaching staff and the Bursar. The results of the audit have informed our school accessibility plan for 2015-2018 which is a written action plan with targets. The plan and targets are available to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan 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, Estates and Facilities Bursar, HR Manager, Registrar and Director of Sport:

- 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

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 disabled pupils. 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 form teacher or SENCO and /or at the recommendation of an Educational Psychologist children can use a laptop in class and for exams. This is usually for Years 5-8 but can be earlier if a recommendation is made.

Improving the delivery of information to disabled pupils

1. The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet that need, 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 SEN or disabilities. Form/class teachers of deaf and visually impaired children attend Hertfordshire County training days.
4. The School will plan, as required, an ongoing investment in classroom technology to better facilitate communication to pupils with SEN or disabilities.

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

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils 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.

FEBRUARY 2017

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Provide pupils with disabilities with safe passage around the school buildings	10.3 (2)(a) 3.2 (b)	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	SENCO/Form or class teacher	n/a	Knowledge and confidence	On going
Improve physical access to facilities within Performing Art Centre	3.2 (b)	Touch pad entry/exit. Edge of door markers for clarity, Stair markers, glass markers	Estates and Facilities Bursar	Part of building provision.	Enables pupils to move around the school buildings safely and with confidence	Completed September 2016

CONT.

Improved physical access to facilities within Middle and Upper School	3.2 (b)	Stair markers, improved lighting on stairs to Spanish room	Estates and Facilities Bursar	General maintenance budget. Work completed in-house	Enables pupils to move around the school buildings safely and with confidence	Completed September 2016 Will require reviewing in 2018 when pupil will transition to US
School Disability Awareness Day	10.32 (a)	Visit to be organised form relevant parties to present workshops and activities to all children to increase their awareness and inclusion of those with disabilities.	MS and US	External Specialists, PAC for presentation and workshops	Through activities children experienced a variety of 'disabilities' giving them more understanding and compassion	Completed December 2016