

HERRIES PREPARATORY SCHOOL

THREE YEAR ACCESSIBILITY PLAN 2019-2022



Reviewed: September 2019 Fiona Long and Michael Kells after evaluating the efficiency of plans/policies and procedures.

Next Review: September 2022 when a further review will be carried out by the governing body.

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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.

This policy also provides for those children in the EYFS.

This policy should be read in conjunction with the school's following policies:

3a Special Educational Needs and Disabilities Policy with Appendix 1: Pupil use of laptops agreement

3b Most Able, Gifted and Talented Policy

3b EAL policy

17a Equal Opportunities Policy

15a Admissions Policy

ETHOS AND AIMS

Herries aims to offer high-quality teaching and learning and to support all pupils. We strive to be a fully inclusive and welcoming school. Herries welcomes all children and encourages them to make the most of the opportunities offered and flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in their school career. Our Admissions Policy (available to view on our website) seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. Those pupils whose special educational needs and disabilities (SEND) are suited to the curriculum offered at Herries Preparatory School are welcome provided that the Learning Support Department can provide them with the help and support they require. The Learning Support Department is

staffed by the Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo manages and coordinates all aspects of Herries's SEND provision. She is based in the Learning Support Room and works closely with the Senior Leadership Team (SLT), class teachers, a number of Teaching Assistants (TAs) who support children with SEND, and with parents/carers. She oversees assessment of the needs of children with SEND and plans appropriate support and interventions to support their needs. She organises and liaises with a range of external professionals and outside agencies and ensures that the advice and planned strategies recommended by the professionals are implemented and reviewed. The SENDCo liaises with staff regularly and monitors the progress pupils make in their everyday classwork and in 1:1 SENDCo lessons. Pupils are monitored termly to assess progress relating to their personalised targets. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation are removed. We support our teaching and non-teaching staff with training to raise their awareness and to enable them to minimise any potential difficulties for pupils. Among our staff and pupils we promote the importance of using language that does not offend and we ensure that positive examples of disability are portrayed in teaching materials.

Herries is housed in an Edwardian building on 2 floors. There is limited space for an internal lift and little scope for an external lift or ramp apart from pavement to the entrance. The school is therefore not suitable for disabled pupils, staff or visitors in wheelchairs.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

Herries is committed to treating its pupils and applicants fairly. Under the Equality Act 2010, we have a duty to make reasonable adjustments for pupils and applicants who are disabled when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. 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). Impairments include 'long-term physical conditions' such as diabetes and asthma, mental-health conditions such as depression and bipolar disorder, learning difficulties such as dyslexia, and learning disabilities such as autism and Down's syndrome. Also included, in some circumstances, are people with cancer and multiple sclerosis. A person 'with a severe disfigurement will be protected if they can show that it has a substantial adverse effect on day to-day activities'. (Equality Act 2010: What Do I Need To Know? Disability Quick Start Guide, p.4). In most cases, disability will have lasted or be likely to last for 12 months or more.

Herries recognises that every child is unique. This policy does not seek to cater for every situation. It is intended as a general statement of the principles we apply when making reasonable adjustments for disabled pupils, and the factors the school takes into account when considering requests for reasonable adjustments to be made. The school has an active monitoring policy and will do its best to make reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed site.

As the time of review, Herries has no pupils with an Education Health Care plan. There are no Looked after Children (LAC) or children requiring support for English as Additional Language (EAL) pupils. There are a number of pupils on the special educational needs register. We have no pupils with medical disabilities. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities such as school trips.

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 he/she might have. However, we currently have no staff with medical disabilities. If we did, we would as far as possible make reasonable adjustments to ensure they could undertake their teaching or other role with minimum inconvenience.

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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The SLT has been instructed to undertake the following:

1. to review regularly the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled. This will be a matter for discussion by the Health and Safety Committee on a regular basis.
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND Policy
4. to prepare the School's Accessibility Plan
5. to review such plans and policies as necessary and at least on a regular basis.

We will regularly monitor the success of the plan.

The SLT have carefully considered, and will regularly monitor, the following:

- 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

If and when it becomes necessary, the School will consult the SLT 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.

PROGRESS FROM PREVIOUS PLAN

Targets	PROGRESS
To highlight pupils who concern the class teacher.	Pupils placed on register, reviewed regularly and receiving interventions. New SENCo appointed & coordinating teaching assistants
To respond to the needs of each pupil requiring additional support in the context of the classroom.	Use of assembly time offered to SENCo Sept 2017
Continue to provide an alternative means of written recording for pupils whose progress is hampered by dyslexic or dyspraxic difficulties.	Pupils bringing laptops from home and new laptop policy created.
To provide more visual, hands-on equipment for those children with dyscalculia.	To be moved forward in next plan.
Investigate assessment of new entrants during an academic year to ensure any learning needs are supported.	Tracking processes now fully in place and offering value added. 3 internal scholars on average identified

To ensure pupils who require 1:1 support are able to access this with a trained-teacher.	SENCo supporting staff and training TAs as required. TA on specific HLTA course Summer 2019
To encourage parents to be involved in supporting their child.	Meetings can be set up with parents within a week if needed. Parent seminars now in place 3 times per year.
Register learning needs on the Pupil Profile to reflect the holistic expectations.	SENCo now operating holistic Pupil Passports with teaching staff.
To review the access to the academic curriculum for any disabled pupils (including those with learning difficulties).	Ongoing – Termly review meetings with SENCo and teaching staff.
Staff Training	Ongoing and through Achieving for Children package of training
School Trips/Activities	Ongoing – review annually. New residential programme in place.
To ensure that disability issues and differentiation are reviewed annually by the Head, SENDCo and Subject Co-ordinators.	New handbooks and policies. Observation, scrutiny and support in class by SENDCo and AHA.
ICT	iPads purchased 2018
To aid navigation for pupils with impaired vision should this be required.	Improved signage for entrance to be included on next plan
Improve parking for visitors with disabilities	Cones placed in horseshoe for visiting parent with disability & staff support where necessary. Further improvements in the horseshoe to be taken forward into next plan.

HOW THE PLAN IS REVIEWED AND MONITORED

The results of continuous monitoring of the above have informed the action plan below, which relates to the following ISI Regulatory Standards on special educational needs and disability:

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Improving access to the physical environment (ISI Regulatory Standard 10 3.2(c))

Targets	Action and Resource Required	Timescale and cost	Responsibility	Outcome/ Evidence of Implementation
Short term				
<p>Consider whether furniture and equipment is selected, adjusted and located appropriately.</p> <p>Look at lighting, colour schemes, noise, evacuation routes.</p> <p>Make arrangements for visitors with physical disabilities or injuries who cannot use horseshoe or stairs or identify parts of the school</p>	<p>Risk Assessment prepared</p> <p>Caretaker to assist as necessary</p> <p>Improves signage to parts of the school.</p> <p>Redesign horseshoe for access, safety and clarity</p>	<p>Est £3000</p> <p>0</p>	<p>Bursar, SENDCo</p>	
Medium term				

Long term				
Improve physical access to school reception & space available there	Review planning permission for ramp	Est £100,000	Bursar	Access and Head's study & main school
Improve access to entrance hall	Redesign the entrance corridor space	Est £1000		Access to entrance hall

Improving access to the curriculum (ISI Regulatory Standard 10 3.2(a))

Targets	Action and Resource Required	Timescale and cost	Responsibility	Outcome/ Evidence of Implementation
Short term				
Improve access to the curriculum for those with dyslexia, dyspraxia and dyscalculia	Use laptops to remove barriers to learning Support, training and resources for dyscalculia	Est £2,000	SENDCo	Improved education providing greater enjoyment for pupils Assessments and some school work can be completed via laptop
Medium term				
Improve access to PE curriculum	Research suitable equipment		Head of PE	Improved outcomes, participation & progress

for pupils with dyspraxia				
Long term				

Improving access to information (ISI Regulatory Standard 10 3.2(b))

Targets	Action and Resource Required	Timescale and cost	Responsibility	Outcome/ Evidence of Implementation
Short term				
Consider how information can be disseminated in alternative formats.	Herries does consider reasonable adjustments should this be required	Apps MIS	SENDCo	Better communication