

Accessibility Plan 2018-2021

Written By	Senior Leadership Team
Date For Review	January 2021
ISI Codes	A15, E10
NMS	8.4, 16

This policy is applicable to all pupils, including those in the EYFS

GENERAL

1. Ethos and aims. Sherborne Preparatory School ('the 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. Definition of disability and scope of the plan. 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). The School's Accessibility Plan contains relevant actions to:
 - a. Increase the extent to which disabled pupils can participate in the School's curriculum;
 - b. 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
 - c. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

3. The School's SLT – Headmaster, Bursar, Deputy Head, Assistant Head Pastoral, Director of Studies - may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- a. To review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
 - b. 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;
 - c. To review the School's SEN and disability policy;
 - d. To prepare the School's accessibility plan
 - e. To review such plans and policies as necessary and at least on an annual basis.
4. The School's SLT draw up the School's plan. They have considered the following when developing and reviewing the plan:
- 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.
5. The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities.
6. 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.
7. The plan and targets have been widely circulated to all teaching and support staff. The plan is available upon request to pupils and parents upon request from the School Office, and a copy is held on the School's website.

HOW THE PLAN IS REVIEWED AND MONITORED

8. The School's SLT meets annually 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 in the Michaelmas. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements, where and when appropriate.
9. There is a formal review of the implementation of the plan of the full governing board in the Michaelmas term. 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.
10. 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.
11. The plan should be read in conjunction with the School's Admissions Policy.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Timespan	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<ul style="list-style-type: none"> • Levelling of floors in the Blake area • Ramp access into the Blake area 	<ul style="list-style-type: none"> • Redevelopment of the Blake area • Remodel/refurbishment 	18-21	Governors Headmaster Bursar	Architect plans Approved planning
Medium Term	<ul style="list-style-type: none"> • Access to the dining hall via the Blake access • Acoustics – investigate steps to reduce background noise including room acoustics and noisy equipment e.g. leaf blower to be used outside lesson time, as distressing for hearing impaired and sensory focus reasons. • Signage/décor/classroom display audit to ensure it is not confusing/disorientating for pupils with visual impairment, epilepsy, dyslexia, ADHD and ASD. • Audit of effectiveness of blinds in classrooms (visual impairment/ visual processing difficulties) 	<ul style="list-style-type: none"> • Building a spine wall and corridor to the dining hall. • Covering in the music courtyard for flexible teaching • Incorporate into refurbishment of classrooms • Disabled changing facility in new build • Disabled parking 	18-21	Governors Headmaster Bursar	Architect plans Approved planning

IMPROVING ACCESS TO THE CURRICULUM

Timespan	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Blind audit	<ul style="list-style-type: none"> Audit of effectiveness of blinds in classrooms (visual impairment/ visual processing difficulties) 	18-21	Head of Maintenance Teachers	
Medium Term	Greater curriculum access and better facilities for children with specialist needs.	<ul style="list-style-type: none"> Installation/creation of a “blue room”: quiet and safe space for pupils with SEMH (social, emotional and mental health), ADHD, autism, sensory processing needs. Signage/décor/classroom display audit to ensure it is not confusing/disorientating for pupils with visual impairment, epilepsy, dyslexia, ADHD and ASD. Audit of resources. Quality First Teaching to ensure that lessons are planned to meet needs of all pupils and not discriminatory in any way. 	18-21	Headmaster Bursar Dir of Studies Head of LS	

		<ul style="list-style-type: none"> • Regular (annual) audit of specialist advice needed for pupils with specific needs (e.g. insets) • Staff training and intervention strategies for pupils with SEMH needs • Deaf awareness training for all staff • Head of LS to ensure all staff have read key documentation 			
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IMPROVING ACCESS TO INFORMATION

Timespan	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term		<ul style="list-style-type: none"> • Purchase and implement use of reading pens. • Audit of assistive technology needs • Consider use of cream paper in classroom 	18-21	Head of LS Dir Studies	
Medium Term	Improved information access	<ul style="list-style-type: none"> • Review formats publicised on school websites – accessibility for parents/visitors. 	18-21	Head of LS Dir Studies Hd of Marketing	