



HARVINGTON PREP SCHOOL

Accessibility Policy and Plan

Aim of the Policy

- To state the school's commitment to making, wherever possible, the provision of education accessible to all

Objectives of the Policy

- To reduce and eliminate barriers to accessing the curriculum
- To promote full participation in the school community for current and prospective pupils with a disability
- To seek to provide access to the physical environment on an equal basis for all.
- Access to information- to assess the extent to which pupils with disabilities and impairments can access information on an equal basis as their peers, including but not limited to
 - ambulatory disabilities – use of wheelchair or mobility aids,
 - dexterity disabilities- those pupils with manual handling difficulties,
 - visual difficulties – visual impairments and sensitivities, auditory disabilities – hearing impairments and sensitivities
 - Comprehension – hidden disabilities such as autism and dyslexia.

This policy sets out how our school will increase access to education for disabled pupils in three key areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take better advantage of education, benefits, facilities and associated services;
- focusing on how we deliver information, to improve accessibility for all pupils as well as including disabled parents.

Our school Accessibility Plan will be reviewed every three years and reported on annually.

The above objectives will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, School must have regard to the need to allocate adequate resources in the implementation of this strategy; however where a pupil has an EHCP, the Local Authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

Introduction

Disability is defined by the Equalities Act 2010 in the following way:

“A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.

Harvington acknowledges that not all parts of the school are easily accessible to wheelchair and other physically disabled users. The School buildings are Victorian and currently have limited disabled access. The school recognises in meeting the needs of a pupil with a physical disability, it may need to make adaptations to the environment.

Given the nature of some school buildings prospective parents should be aware of the potential for limited access and mobility, which disabled pupils, might encounter. Before a pupil with a mobility

disability is offered a place, the school and the parents make an individual assessment of the barriers to full access to the physical environment and education provided.

The Accessibility Plan:

- is reviewed tri-annually by the Governing Body.
- is reviewed annually by the Head of Learning Support
- informs the school Strategic Plan and links to school policies.
- informs the annual maintenance and refurbishment programme.
- is available in printed form on request from the school.

Accessibility Plan

Access to Curriculum

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCo	Ad hoc/ongoing	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils' needs
Intervention training for support staff	Director of Studies/SENCo	Ongoing	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCo	Via annual EHCP assessment if required	EHCP Pupil needs reviewed and being addressed. Spring and Summer PPM meetings	In line with pupils' personal education plans
Training for teachers on differentiating the curriculum for disabled children as required.	Director of Studies/SENCo	Ad hoc/ongoing	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Termly Summary of Needs issued if required.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher/SENCo	Ad hoc /ongoing	Staff completed training for specific needs. Health Plans issued. Termly Summary of Needs issued.	Epi pen training and diabetes / allergy awareness training for relevant staff in line with pupil needs
Review PE curriculum to ensure PE is accessible to all pupils	Games teacher and SENCo	Ongoing - annually	Review PE curriculum to include disability sports, adapted resources such as flow balls, textured balls, luminous balls.	In line with current pupils' needs

Accessibility Plan

Access to the Physical Environment

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Facilities manager	2 years	The environment is adapted to the needs of pupils	2024
Develop a disabled access toilet	Headteacher/ Facilities and compliance manager	3 years	A disabled access toilet available with changing facilities.	2025
Emergency systems to have visual alarms	Headteacher/ Facilities and compliance manager	2 years	Visual alarms fitted	2024
All new internal doors accessible for wheelchair users.	Headteacher/ Facilities and compliance manager	3 years	Deputy / Headteacher Newly installed doors to be wheelchair accessible.	2025
Improving environment for pupils, parents and visitors. Painting yellow lines on steps edges at entrance and exit	Facilities and compliance manager	1 year	Visually clarified steps in entrances and exits to school sites to enable safe movement onto and off site. (yellow)	2023
Accessibility – we are looking at ways to improve accessibility in School	Facilities and compliance manager	On going	Improved accessibility such as portable ramps, hand rails.	2023

Accessibility Plan

Access to Information

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations • Language modification 	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	As required
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher/ Facilities and compliance manager	Ad Hoc	Pupils are able to navigate the school regardless of any disability	On going
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher/ SENCo	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	As required

Reviewer	Jenny Twyford – Buisness Mangaer
Review Date	September 2023