

PRENTON PREPARATORY SCHOOL

ACCESSIBILITY POLICY AND PLAN

1. INTRODUCTION

- 1.1 Prenton Preparatory School is a co-educational independent day school with associated nursery for pupils from ages 2 to 11 years. Prenton Preparatory School is committed to making reasonable adjustments in providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- 1.2 We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.3 We have an admissions policy and criteria which seeks to remove barriers to entry to our school for pupils with special needs and / or disabilities.
- 1.4 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.
- 1.5 The school will review its accessibility with regard to the Equality Act 2010, and particularly Schedule 10 of that Act.

2. RELEVANT POLICIES

- 2.1 The Accessibility Plan should be read in conjunction with the following policies:
 - Admissions and Attendance Policies
 - Equal Opportunities Policy
 - Health and Safety Policy
 - Special Education Needs and Disability Policy
 - Curriculum Policy

3. ACTIONS TO IMPROVE ACCESSIBILITY

- 3.1 Prenton Preparatory School are committed to removing barriers in every area of the life of the school as part of our wider commitment to equal opportunities.
- 3.2 The school will consider relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3.3 Developments will be considered by the Headmaster, Senior Management Team, and the Governing Body.

4. WELCOMING AND PREPARING FOR DISABLED PUPILS

4.1 Prenton Preparatory School welcomes pupils with special educational needs or disabilities providing that its learning support department can offer them the support that they require and our site can accommodate them.

4.2 School's policies, practices and procedures are fully inclusive and do not need adaptation for access to disabled pupils. However, it may be necessary for classes, including pupils with certain disabilities to be rehoused onto the ground floor due to the physical environment of the school.

4.3 We strongly advise parents of children with special educational needs or physical or mental disabilities to discuss their child's requirements with the Headteacher before registering for a place so that they can discuss thoroughly the adjustments that can reasonably be made for the child. Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

4.4 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the school of providing that service. Details of costs can be provided in writing on request.

4.5 In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or any other report from a relevant professional childcare specialist. All applicants for admission also need to disclose if they have any disability or other condition of which the School should be aware.

4.6 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

4.7 Following the assessment process the Headteacher will advise the most suitable placement for the child.

5. WELCOMING AND PREPARING FOR DISABLED STAFF

5.1 When recruiting staff we ensure equality and appoint the person with skills and qualifications appropriate to the post without prejudice. We have rigorous procedures for new staff and all relevant DSS checks are made as per statutory guidance.

5.2 All staff are given support in their roles , depending on their need.

THREE YEAR ACCESSIBILITY PLAN

Increasing Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum.	Monitor staff training requirements.	All teachers are able to more fully meet the requirements of all children's needs with regards to accessing the Curriculum.	Ongoing	All staff, not just some, respond positively and effectively to the need to cater to a child's specific needs.
Investigate technological solutions to curriculum access issues.	Engage the ICT support provider in reviewing all aspects of technical support, such as voice recognition software etc.	Staff understand how such tools would fit into their teaching practice and how they might benefit all pupils.	Ongoing	Technical solutions to curriculum access issues are forthcoming, and positively viewed.
Assess the changes required for a pupil with a disability.	As soon as the need arises, review specific needs for a pupil, or prospective pupil with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	Immediately requirement arises.	The pupil is able to access the curriculum. There is evidence of progress & development.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Our school risk assessment policy is used in the planning of all trips	Activities are planned to increase staff awareness of pupils with disabilities.	Ongoing	All trips are planned using our school risk assessment policy and template
Training for Awareness Raising of Disability Issues	Include awareness training in staff Inset.	Third parties address the staff on disability issues.	As need arises	That the school is well informed about the needs of any child with a disability as it arises and responds quickly to the requirements of that child.

THREE YEAR ACCESSIBILITY PLAN

Improving the Physical Environment of the School

Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	Increase in access to the Curriculum.
To improve access to designated areas over time.	Physical audits of the school will continue to be carried out. Teaching and welfare spaces will be given priority.	Headteacher / SENDCo to meet with any disabled staff, pupils and parents there may be.	Ongoing	That, wherever practicable, access to all school rooms is improved.
Developments will be designed with accessibility as a priority.	Advice from architect, RNIB and other external experts.	Physical access to the school is improved.	Ongoing	New developments provide improved access, if reasonable.
Full reviews carried out in response to a disabled pupil applying to the school.	Headteacher, SLT, Admissions Officer and third parties (if necessary) will positively review the use of rooms to adapt them for the needs of a pupil.	Alteration of rooms if practicable and reasonable.	As arising	Unproblematically, a new pupil is able to start at the school who would have otherwise struggled.

THREE YEAR ACCESSIBILITY PLAN

Improving the Delivery of Information

Target	Strategy	Outcome	Timeframe	Achievement
Raise the awareness of adults working at and for the school on the importance of good communication systems.	SMT and Bursar continue to prioritise communication, improving systems, staffing levels and expertise.	All communications are made quickly and effectively.	Ongoing	All children and their parents benefit from smooth communication both internally and externally.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	The school will investigate the methods for creating large format copies of school documents.	Such documents can be created easily by all staff.	As need arises	A visually impaired child, or parent, can easily access the HH curriculum and/or other documents.
Investigation into the possible availability of written material in alternative formats	Engage the ICT support provider to investigate electronic versions of all documents, and voiced versions.	Alternative methods of presenting documentation are found.	As need arises	A family with specific requirements receive all documentation in a format that allows them easy access.