

ST AMBROSE PREPARATORY SCHOOL



ACCESSIBILITY PLAN

AUTUMN 2021

Review: Autumn 2024

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

Introductory statement

The Equality Act 2010 requires all schools to have a three-year accessibility plan.

The purpose of the plan is to:-

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school 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, ⁽¹⁾_{SEP}
- Improve the accessibility of information to disabled pupils, staff, parents and visitors

This accessibility plan has been drawn up in consultation with the management of the School and covers the period from September 2021 to September 2024. It applies to the whole school, including the EYFS.

We are committed to providing an 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 further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies a site consisting of a two-storey building which has a lift incorporated. Teaching takes place in fixed classrooms for the majority of subjects.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the School curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Attached are three action plans relating to the above. These will be reviewed every six months as a minimum. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Admissions Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Curriculum Policy

The Plan will be monitored by the Head. There will be a full review of the Plan on a six-monthly basis during the lifetime of the Plan (i.e. three years), reporting the implementation of the Plan to the Health and Safety Committee. The Plan will be renewed on a three yearly cycle.

Welcoming and Preparing for Disabled Pupils

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.

Where the School agrees to provide additional services, such as learning support or specialist equipment, 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.

In order to meet the needs of all pupils, including those who may be disabled, the School requires full information from parents or guardians. All applicants who apply for admission to the School will be asked to disclose if the prospective pupil has received any specialist input prior to the application. This may include, but is not limited to, paediatric services, speech therapy, occupational therapy, learning support, educational psychology assessment, or have been diagnosed or under investigation for any disability or other condition of which the School should be aware.

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

Sports activities

The new government sport strategy “Sporting Future: a new strategy for an active nation”, published by the Department of Culture, Media and Sport in December 2015, placed a particular emphasis on helping inactive people to become more active. Achieving this goal will include helping disabled people to become more active, including through new approaches to local delivery.

St Ambrose Prep School will work with staff and community agencies to offer the widest possible range of sports and physical activities using the existing facilities.

Legal Framework & Guidance

- Guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the EHRC
- The SEN & Disability Code of Practice Sept 2014 – guidance integrating SEN and disability frameworks (last updated May 2015).
- Guidance on supporting pupils with medical conditions in December 2015.
- Mental health and behaviour in school 2015
- Reasonable adjustments for disabled pupils 2015

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

‘Long-term’ is usually defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Under the Special Educational Needs and Disability (SEND) Code of Practice, A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a

kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Plan written: September 2021

Increasing the extent to which physically disabled pupils can participate in the School curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils. Identifying the specific needs of disabled pupils in accessing the curriculum	Period training of staff involved in providing support to pupils with Special Educational Needs Period training of all staff in awareness of disability discrimination Review of pupil population at the beginning of each term to identify issues and develop appropriate strategies	Staff confidence in providing appropriate teaching and support for disabled pupils. Staff awareness of discrimination Disabled pupils are able to access their choice of curriculum activities as far as possible	Ongoing	Flexible approach to disabled pupils. Success of disabled pupils in examinations. Effective SEN support to individual pupils with clear personalised action plans
Medium term	Introduction of relevant equipment to aid disabled pupils particularly those with a visual or hearing impairment	Regular discussions with staff, parents and pupils.	Improved ability in looking after disabled pupils	Ongoing	Allowing pupils to benefit as much as possible from a CSPA education

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Further development of SEN provision				
Long term	New facilities incorporate relevant equipment to support curriculum access	Programme of staff induction and training, with inclusion of information in the Staff Induction Pack	Excellent care for disabled pupils	Ongoing	Pupils and parents pleased with the care given. Costings £1,000

Improving the physical environment of the School to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable disabled pupils and visitors to move more easily around the campus	Review pathways and roads on campus and resurface where required	Continue to improved surfaces on paths and roads.	2020-2022	Improved access to School site. Costings £2,000- £10,000.
Short term	To enable easier access to an area of the school	To construct a ramp from the main playground to replace current step	Improve access to school	2020-2022	Improved access to School site Costings £2,000
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify location, draw up plans for new construction. All new facilities to have disabled toilet.	Minimum of one accessible toilet in each main building	Ongoing review MT16	Improved facilities for disabled pupils and visitors. Costings £5,000- £10,000
Medium term	Development of new facilities	New facilities will be free of steps	Easy access to teaching and social facilities for pupils using wheelchairs	2020-2022	Improved facilities for disabled pupils and visitors. Costings £ 7,000- £12,000

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats, including use of coloured backgrounds to aid dyslexic pupils, including costings.	If needed, the Learning Support department could provide written information on alternative formats.	Ongoing	Delivery of information to disabled pupils is improved. £500.00-£1,000.
Short term	Ensure appropriate software in use to aid the use of computers by visually impaired pupils and staff	Research and installation	Visually impaired pupils and staff have greater access to computer facilities	Ongoing	Delivery of information to disabled pupils is improved. £2,000-£5,000
Medium term	Ensure staff know what resources are available and what support they have.	Training and awareness sessions	Better provision of teaching aids	Inset	Pupils better catered for.
Long term	Maintain staff awareness of provision of resources for pupils with disabilities	Programme of staff induction and training.	Excellent provision of resources for disabled pupils	Inset	Pupils and parents pleased with the provision.

Improving the delivery of information to pupils with special needs

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Dyslexia	Ensuring support to aid learning	Special needs unit give support to pupils and provide staff induction and training.	Pupils work and organisational skills benefit from the support provided.	Annual staff training and induction for new staff	Pupils properly supported

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	I.T. touch typing/use of laptops for dyslexic pupils?	Additional staff resources in the Learning Support department			
Hearing problems	Ensure staff know what resources are available and what support they have.	Training and awareness sessions	Pupils with hearing problems are supported	Training and induction for staff involved with those pupils	Pupils better catered for. Costings £1,000
EAL pupils	Needs of each pupil is identified and support strategies put in place.	Programme of staff induction and training to include ideas of developing vocabulary and awareness of cultural differences.	Excellent provision of resources for EAL pupils	Annual staff training and induction for new staff	Pupils for whom English as an Addition Language have a much-improved understanding of the language.
Pupils with ongoing medical conditions	Needs of each pupil is identified and support strategies put in place.	Individual strategies and work plans in place. Policy to be written.	Allow pupils with ongoing medical conditions to attend School where possible	Ongoing	Pupils properly supported Costings £3,000