



## 1.17 Policy for School Accessibility Plan (EYFS & KS1-3)

Reviewer responsible:	<b>Bursar</b>	Date of last review:	<b>09/22</b>
Reviewed by:	<b>NB / DG</b>	Date of next review:	<b>09/23</b>

## Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the Senior Management Team, the SENCOs, the Headmistress and the Governors of the school and covers the period from September 2020 – August 2023.

### Aims

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

Over time it is our aim to increase the accessibility of provision for all pupils, staff and visitors to the school and takes account of all of these as we expand into new premises over the next three-year period.

### The Accessibility Plan addresses:

- The physical environment of the school
- Access to the curriculum for pupils with a disability
- Delivery of written information to pupils, staff, parents and visitors with disability

Attached are the Action Plans relating to these key aspects of accessibility. It is recognised that the Old Building is Grade II listed which imposes its own limitations to the adjustments that may be made to the school building. The plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

### Fulfilling the Aims of the policy

The objectives of the Accessibility Plan will be met by the school by:

- Having high expectations for all pupils
- Responding to pupil diversity
- Expecting staff to seek to remove all barriers to learning and participation
- Encouraging all pupils to take part in music, drama and physical activities
- Ensuring that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- Structuring lessons to involve children working as individuals, in pairs, in groups, as a whole class
- Making staff aware of the mental effort expended by some disabled pupils, for example using lip reading
- Allowing for additional time required by some disabled pupils to use equipment in practical work
- Ensuring staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- Ensuring classrooms are optimally organised for disabled pupils, making reasonable adjustments
- Providing access to computer technology appropriate for students with disabilities
- Making school visits - including overseas visits, if applicable - accessible to all pupils, irrespective of attainment or impairment

- Reviewing access around the school and to particular recreational sites for specific types of disabilities to ensure all practical adjustments possible are made
- Ensuring signage around the school is clear.

Appendix 1 sets out previous adaptations the school has made to fulfil the above aims.

## **Linked Policies**

The School's 3-Year Accessibility Plan is set out in Policy 1.16.

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

- Curriculum
- Inclusion and equal opportunities
- Education for ethnic diversity
- Staff development
- Health and safety
- Special educational needs and Learning Difficulties
- Able Children
- Pastoral care
- Managing behaviour
- School development plan
- Teaching and Learning
- Dealing with bullying
- Safeguarding and child protection

The Plan will be monitored by the Board of Governors.

## APPENDIX 1

### Previous adaptations made to the School:

- Painting yellow strip on stairs in Lower School, for a child who was seriously visually impaired
- Colour coded handrail on stairs in Lower School, for a child who was seriously visually
- Covered Reception tables with sound absorbing covers, for child with partial hearing
- Provided lunch table in annex room for pupil who was hard of hearing and her friends
- Staff trained to give insulin injections for pupil who had Type 1 diabetes
- Provided ramp for INC playground (kept by Youth Centre) for their disabled members
- Staff trained in awareness of teaching the deaf (RBKC)
- Staff trained in awareness of teaching sight impaired (Wandsworth Visual Impairment Unit).
- Staff received comprehensive training on COVID-19 premises adjustments and health and safety measures implemented
- Evac Chair training annually