



AVONDALE PREPARATORY SCHOOL

Accessibility Plan

1. Introduction

Avondale Preparatory School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

2. The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

3. Our Duty

We recognise our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001):

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services**”

*Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

As a School we must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish our Accessibility Strategies and Plans

4. Scope of the Plan

This plan covers all three main strands of the planning duty:

a. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services

We are looking at ways to improve the physical environment of the school and at physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills and specialist pens and pencils. Each child's individual needs will be carefully considered and we will attempt to provide them with the correct equipment to enable them to access their learning as fully as possible.

b. Increase the extent to which disabled pupils can participate in schools' curriculum

We aim to help to improve access to a full, broad and balanced curriculum where possible within the constraints of the school site. This includes ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

We consider each child's individual needs in our planning and we are committed to ensuring that the curriculum is accessible for all disabled, with adjustments made for their individual needs. If we have a child with disabilities entering the school we will use our accessibility plan to help to ensure that we plan for, and prepare to respond to, the particular needs of that pupil.

c. Improving the delivery of information to pupils with disabilities

In our planning we will make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audiotape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

5. Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- Policy for school trips
- SEN policy

6. Aims and Strategies

Avondale School aims to include all pupils, including those with disabilities, in the full life of the school.

Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities wherever this is possible
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.

- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

7. Actions to ensure equality for pupils with disabilities

i. We shall undertake a disability audit every three years.

ii. As a result of the audit, we shall:

- write an action plan which includes targets. This will clearly state the short, medium and long term targets. The implementation of the plan will then be carefully monitored, within a set timeframe, to ensure that goals are achieved.
- make the policy and targets known to all teaching and ancillary staff, pupils and parents
- set up a working party to monitor the success of the plan and to further develop good practice
- annually review the plan

8. Monitoring

Avondale Preparatory School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance and Punctuality
- Behaviour, Rewards and Sanctions
- Effects of pastoral strategies
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- After school clubs
- Selection & recruitment of staff
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on Parents' Association, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

9. Access Plan

See Appendix

10. Plan and Review

This plan was formulated by a working party consisting of: the Headmaster, the SENCO and other Staff as required.

Date of plan: March 2015

Date of review: Annually

Signed as read:

Signature: _____ Name: _____ Date: _____

APPENDIX

In preparing an Accessibility Plan the obvious problems which the school has (in common with many other schools) in terms of space and layout are major factors.

The school building is old, on 3 floors and does not easily lend itself to alteration.

Whilst it is possible to establish change of classroom for a Year group in the short term, this is only tenable for the duration of a year, or at most 2 years. Specialist facilities for IT, Food Technology, Art and the Library are sited at the top of the building and cannot sensibly be reaccommodated. It is clear that any pupil with impaired mobility will be disadvantaged, if not prohibited altogether from accessing these facilities. The structure of the building means that these difficulties cannot be overcome short of making major structural alterations to the building at prohibitive cost.

Notwithstanding the above, we have sought to develop an Accessibility Plan in order to achieve that which can be addressed and to look longer term at what might feasibly be achieved in order to develop greater accessibility.

As a school, we shall make every effort to accommodate the needs of all children with disabilities- changes that need to be made to existing infrastructure, allowing accessibility to both facilities and learning will be dependent on the needs of the child admitted to the school.

Targets	Strategies	By Whom?	By When?	What resources may be needed?	Goals Achieved
Short Term					
Establish a working group	Discussion with Staff	Head	Sept 2006		Sept 2006 Reviewed Feb 2013
Review Accessibility Plan	Discussion	Working party	Sept 2006		Sept 2006 Reviewed Feb 2013
Undertake audit of accessibility	Investigate audit pricing etc, choose and action	Working party	Autumn Term 2006		Reviewed every three years- Last reviewed Feb 2013
Review Staff training	Appraisal	All	On going	Courses	
Plan items for attention from audit into programme	Review audit and prioritise	Working party	Summer 2007		New buildings accommodating disabled access (Prefab Sept 2013)
Update information for visiting parents who cannot access first and second floor	New visual / audio presentation of facilities	SENCO and Staff	Spring Term 2007	Digital camera, recording eqpt. etc	
Medium Term					
Add items for action from audit		Working party	asap	Audit	
Prepare new disabled parking bay	Seek tender and action	Heads	Autumn 2007		
Investigate first floor access	Seek tenders, access implications	Working party	Summer 2008	Banister chair lift?	

Investigate siting of disabled toilet	Seek tenders, access implications	Working party	Summer 2008		Reviewed Oct 2012- this is now designated as the toilet immediately outside the Head's office (Another toilet has been designated as the toilet in the boys changing room. This would revert to a girls changing facility if required).
Access to ICT facilities	Internet access/ ICT/ Interactive whiteboards made available for all classrooms	Head	Sept 2012	Computers/ Interactive whiteboards	Actioned Sept 2012

Long Term

Add items for action from audit		Working party	asap	Audit	
Redecoration / refurbishment rolling programme to include recommendations	Seek tenders		As per programme		
Accessibility of lower floor classrooms	Ramp now made available				
New classroom block to include disabled access and disabled toilets	Architect	Head	Planning Permission sought June/ July 2014 On completion	Construction Firm to be confirmed	Multi- purpose classroom block to accommodate any key stage in the school- this may be determined by prospective disabled pupils.