

Accessibility Plan



Date of Last Review:	September 2022
Staff member responsible for this policy:	Mr Paul Schaller
Date of next review:	September 2023

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Ethos and aims of St Olave's Prep School

St Olave's Prep School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability and St Olave's Prep School seeks to implement this policy through adherence to the procedures set out in this document.

We have an Admissions policy (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states: To prepare every child to progress to the next stage of their education with self-confidence, technical abilities, knowledge and ideals, so that they can take full advantage of every opportunity that comes their way. Also to support and advise parents so that they are able to make the right choices for their children's future secondary education.

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. We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Context

As at 01.10.21 St Olave's Prep School has 2 pupils with an EHC plan with 1 pupil put forward for assessment with the LA agreeing to a plan. There are 25 children that the school has identified as having special educational needs. 41 parents told us that their child had a first language different to English and 39 parents told us that a language other than English is spoken at home.

Pupils on the SEN register are given Individual Education Plans (IEPs). Pupils with IEPs are monitored closely to assess progress relating to their Learning Targets. The child's class teacher sets measurable, achievable targets once a term and shares them with the child's parents. The school also employs a SEN support teacher with a specialism in Dyslexia and buys into specific services (Speech and Language Therapy, School Nursing, ASD outreach and School EP service) in order to provide pupils with appropriate support and staff, parents and pupils with expert advice.

We have 16 pupils with Specific Learning Disabilities. These include Dyslexia, Dyspraxia, ADHD and ASD. All our pupils are fully integrated into school life as much as possible and participate in the whole curriculum where possible including extra-curricular activities (such as school trips where appropriate).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's Equal Opportunities policy for staff in the day-to-day management of St Olave's Prep School. We have 0 staff with medical disabilities; all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

For Trustees with disabilities we would make adjustments to ensure that individuals could travel to and from meetings and have access to all the necessary information and equipment to enable him/her to fully and actively undertake his/her role.

We have a school accessibility plan for [2020-2023] which is a written action plan with targets. We may need to allocate extra resources for the implementation of the plan. The Trustees and Senior Leadership Team, along with the SENDCo, regularly review the funding needed for any actions on the plan.

We will regularly monitor the success of the plan and it will also be reviewed annually by the Senior Leadership Team with the SENCO and revised as and when required or when legislation changes.

St Olave's Prep School, in accordance with its Equal Opportunities Policy, will take into account any pupils' disabilities and any preferences expressed by them or their parents.

Action Plan

The following has been carefully considered by the Senior Leadership Team and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Trustee representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of St Olave's Prep School's monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description	What the school will do
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum	<p>The school will: make all reasonable adjustments to ensure that all children have full access to the whole curriculum. This will be done by:</p> <ul style="list-style-type: none"> • seeking expert advice • putting in measures within the classroom such as visual aids or specific recommended equipment • adjusting the curriculum appropriately so that all children's needs are met • regularly review and update our procedures to ensure coverage for all • ensure that staff are trained in the latest procedures for educating pupils with disabilities and that any staff who wish to undertake relevant training are given the opportunity to do so

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3. 2(b)	Improving the physical environment of the school for the purposes 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.	<p>The school will:</p> <ul style="list-style-type: none">● ensure that any new builds made on school grounds adhere to the appropriate guidelines● make any reasonable adjustments to ensure that full access is possible, i.e should a wheelchair user visit the school, the next door parking bay is made available and that access through our side door is possible● any pupils that are wheelchair users are educated within classrooms that are accessible
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	<p>The school will:</p> <ul style="list-style-type: none">● use methods of communicating information that means information is accessible. This may mean the use of ICT or use of simple easy to understand language.

3 year plan September 2020 - September 2023

OBJECTIVE	ACTION	RESOURCES		SUCCESS CRITERIA
Short Term (1 year)		Miscellaneous	Staffing	
To offer an inclusive education to all pupils and prospective parents, providing any needs can be met with reasonable adjustments	<ul style="list-style-type: none"> ● Continue to identify and provide support for children with SEN and to meet the recommendations of Educational Psychologists' reports 	Individual timetables will be drawn up for children who require additional support to include external specialists where required	SEN teacher, all teaching staff	<ul style="list-style-type: none"> ● Every child will have the opportunity to achieve, according to their ability ● Every child will be able to participate in all class trips, events etc
Increase accessibility of school to pupils, staff, parents and visitors	<ul style="list-style-type: none"> ● Maintain hearing loop in hall and access to Parkview building ● Plans to move School Office and reception area to ground floor 	Information to be displayed/given out regarding accessibility measures	SEN, SLT, trustees, all teaching staff	<ul style="list-style-type: none"> ● To continue to meet the additional needs already known to the School
To offer more support to children with emotional and sensory needs	<ul style="list-style-type: none"> ● Sensory needs of any children highlighted to be talked through with parents and class teacher and all manageable measures put in place ● Carry out Sensory Circuits activities if advised by an EP <ul style="list-style-type: none"> ● use of expertise from external agencies ● refer to Wellbeing lead following scrutiny of Wellbeing Index score and consultation with parents. 	Materials for quiet area if not already provided	SEN teacher, teaching staff, parents and assistants	<ul style="list-style-type: none"> ● All rooms to have this provision if a class has a child with sensory needs ● Children able to access SEN room when required ● Pupils are seen to be calmer and more able to concentrate in class

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Med Term (2-3 yrs)				
To offer an inclusive education to all pupils and prospective parents, regardless of physical ability	<ul style="list-style-type: none"> • Take reasonable steps to accommodate children with mobility needs/ sensory needs 	Classrooms to be reallocated based on physical needs	SEN teacher, all teaching staff	<ul style="list-style-type: none"> • Provision for children with mobility needs/ sensory needs
Long Term (3 + yrs)				
To take the needs of a disabled person into consideration at the planning stage of any future building / extension work at the school	<ul style="list-style-type: none"> • Any new building will meet the needs of a disabled person • Reasonable adjustments will be made to existing buildings. 	10 year site masterplan has been developed to include improving accessibility across the site	SEN teacher, trustees, SLT	<ul style="list-style-type: none"> • Staff, visitors and children will be able to access more areas of the school • Key services will be moved downstairs to become more accessible