



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

# ACCESSIBILITY POLICY AND PLAN Including EYFS

UPDATED	REVIEW DATE
27 November 2015	26 November 2016
Name of staff member responsible for document Ms Julie White	

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”. This plan sets out the proposals of the Senior Leadership Team to increase access to education for all pupils. This policy should be read in conjunction with our Special Educational Needs and Disability Policy and the Early years Inclusion Policy (Including SEND and Equality).

### **Mission Statement**

**Reigate St Mary’s Preparatory and Choir School is opposed to any form of discrimination. It commits itself to the redress of any inequalities by taking positive action wherever appropriate.**

### **Vision and values**

Reigate St Mary’s Preparatory School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life. We are committed to equal opportunities and inclusion for all members of the school community. We aim to increase access to the school’s facilities for all and ensure an inclusive curriculum by:

- Improving the physical environment of the school
- Responding to pupils’ diverse needs and setting suitable learning challenges
- Overcoming potential barriers to learning and assessment
- Increasing the extent to which disabled pupils can participate in the school curriculum

We welcome all pupils and staff, irrespective of race, colour, religion, creed or impairment, so long as they are in sympathy with the school’s ethos. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

The school’s Accessibility policy and plan will be resourced, implemented, reviewed annually and revised as necessary.

We will ensure:

- As a school we maintain our high expectations of *all* pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We will develop a ‘problem-solving-can do’ attitude in order to overcome barriers to learning for individuals.
- That ‘good relations’ are established with support services and outside agencies.
- There is effective planning and liaison between teachers and support services working with individual pupils within school.
- The SENCO has sufficient liaison time for agencies, support staff and families.
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils.
- We have a system in place for transition and transfer of pupils from other schools. This includes gathering and sharing accurate information on the pupils’ strengths, weaknesses and progress trends, and where appropriate convey strategies employed and evaluations of outcomes.

### **Definition of disability**

The definition of disability is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. Some of the pupils at Reigate St Mary’s, including some of those on ‘school support’ for SEN are included in this definition. However, not all children who are defined as disabled will have SEN support

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

For example, those with severe asthma, arthritis or diabetes may not have LDD, but may have rights under the Equality Act. Similarly, not all children with LDD will be defined as having a disability. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

**Possible overlap of LDD, SEN and DDA disability definition for children and young people**

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Signifiant Dyslexia Epilepsy Non –verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature

**Pupil data**

Reigate St Mary’s Preparatory School is a mixed ability Independent school in Reigate. The school is housed on a single site, catering for boys and girls from 3-11. We currently have 35 pupils on our SEN register at ‘School Support’ which is less than average; we have no children with a Statement of Special Educational needs or an Education, Health and Care Plan. Currently all pupils in school are mobile.

We have children with the following needs, who may be considered disabled;

- Moderate Learning Difficulties (MLD);
- Asthma
- Anaphalactic
- Autistic Spectrum Disorders (ASD - including Asperger’s Syndrome);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Specific Learning Difficulties (Spld – including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);

We have also previously worked with pupils with diabetes and a child with a physical disability who needed to be fed via a tube to the stomach, which had to be administered every hour, 24 hours a day, 7 days a week.

**The school’s strengths and weaknesses in working with disabled pupils**

Most staff have experience of working with a range of disabled pupils. Further training is provided through staff INSET and staff meetings to raise awareness of needs and strategies for effective classroom practice in meeting needs.

Although, no longer required by the SEN Code of Practice 2014, we still use Individual Support Plans (ISPs) to support children with Learning Difficulties and Disabilities (LDD). ISPs enable us to set specific targets and share information with parents. Teachers work together to write these plans and they are shared with all teaching staff involved in the children's learning. The plans contain information on each pupil with special needs/disabilities, set specific targets and outline their difficulties and strategies for supporting them in the classroom. Support and advice from the SENCO on strategies for dealing with children with ISPs is given to all staff. The SENCO can also provide further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and give ideas of how best to support pupils with these needs. The Schools SEN information is updated regularly and shared with all teaching staff.

Our SENCO acts as the School's Inclusion Manager. She is the first point of contact for liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These include:

- Learning Support Teachers;
- Speech and Language Therapists
- Occupational Therapists;
- CAMHS;
- Doctors

The SENCO will liaise with staff from other schools where children with additional needs transfer to us or transfer to new schools.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHE. This is monitored through 'Form focus' meetings and pre-prep half termly meetings.

**Physical Access** The physical layout of the school presents some difficulties for non-mobile pupils. In particular, it may not be possible for them to access the first floor in Sunnyside and Cedar House, but where necessary, the timetable can be adjusted to provide a ground floor room. Ramps to allow wheel chair access as required, are in place to the Art and Science Block, The Green Rooms and Sunnyside ground floor. Beech House is fully accessible to disabled students and includes a lift to the 3 floors. There is also a disabled toilet facility in Beech House with accessible entry.

### **Audit of Current Achievement / Provision**

We have made good progress in the following areas:

- Liaison with external services and agencies regarding individual pupils.
- Using Specialist teachers to support learning and give pastoral and inclusion support
- Ensuring that detailed pupil information is given to staff and updated regularly.
- Ensuring that Access Arrangements are made for school examinations (Extra time / Reader/ Amanuensis etc)
- Setting learning objectives in each lesson and making sure that they are clear to the pupils
- Undertaking annual monitoring and target setting across the curriculum for all pupils (use of Prep Diaries to record simple targets, ISPs for more formal targets)
- Ensuring parents are informed and involved in ISP targets.
- Encouraging and supporting the development of clear, well presented visual aids in many classrooms to support the learning of all
- Encouraging the use of writing frames to give structured support with writing
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Setting of pupils where possible in maths and related subjects to allow for enhanced differentiation.
- The acceptance of all ability groups as part of the school community

- Development of mutual support and understanding between colleagues in working with pupils with disabilities.
- Raising awareness and respect between pupils through Values Education.

### **Areas for Development:**

- Raising of awareness for **all** staff of what the Equality Act (2010) expects of them
- Raising of awareness for **all** governors of what the Equality Act (2010) expects of them
- Training and INSET for staff to ensure appropriate differentiation of work across the curriculum
- Close monitoring of attainment data of 'Disabled Pupils' including detailed analysis of outcome data for disabled pupils – e.g. standardised tests and end of Key Stage outcomes
- Detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Monitoring and detailing achievements in extra-curricular activities
- Gathering the views and aspirations of our disabled pupils and their parents
- Improving forum for parents of disabled pupils to express their queries and concerns regarding their child's progress and provision.

### **Making it happen**

#### **Management, coordination and implementation**

This plan, together with the school's SEND Policy, will be reviewed and revised annually by the SENCO in consultation with the Senior Leadership Team.

*“Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the Equality Act and apply this knowledge in their own area of responsibility: The Head Teacher, The SMT, Class Teachers, Classroom Assistants, Specialist Teachers, Kitchen Staff, Caretaking team, Administrative Staff and Governors themselves.”*

#### **The School's Plan.**

This Equality and Accessibility Policy and Plan for Reigate St Mary's Preparatory and Choir School is available on request from the school office. We also intend to publish the plan on the school website over the coming year.

#### **Areas for development:**

**Publish the Disability Equality Scheme and Accessibility Plan on the school website.**

## Reigate St Mary's School Accessibility Plan 2014-2017

### Improving the Curriculum Access

Target	Action	Outcome	Responsibility	Time-frame	Achievement
Training for teachers on identifying disabilities and differentiating the curriculum	Undertake an audit of staff training requirements Organise in house and external training related to disabilities.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	SENCO/SLT	January 2016	Increase in access to the curriculum
Audit of pupil needs and aspirations.	Review the specific needs for pupils living with a disability. Complete 'Pupil Profiles' and 'Pupil Passports'	Teachers are aware of the relevant issues to disabled pupils.	All staff/SENCO/DHP	July 2014	Increased pupil voice for all disabled pupils
Close monitoring of attainment data of disabled pupils.	Focus on Disabled children when tracking assessment scores. Use 'Rainbow tracking software.'	Data will highlight any children who need further support or access arrangements to be able to meet their potential.	SENCO/Curriculum Co-ordinator/ Class teachers	September 2015	Reduced likelihood of disabled pupils underachieving.
Provide forum for parents of children with disabilities to have a voice.	Parent questionnaire on disability.	Parents will feel they have an increased voice in the provision for their child	SENCO/ SLT	February 2015	Increased understanding of the concerns of parents.

Training for Awareness Raising of Disability issues	Provide training for governors and staff Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	SENCO and SLT	September 2017	Community will benefit by a more inclusive school and social environment
---	--	--	---------------	----------------	---

## Improving the Physical Access at Reigate St Mary's

An Access Audit was carried out by DHT/PREMISES TEAM/INCLUSION TEAM on 6 NOVEMBER 2012 and a number of recommendations made:

Access Report Ref.	Item	Activity	Timescale
1.	SIGNAGE	Appropriate signs for visually-impaired.	By Sept 2013
2.	DOOR ACCESS	Portable ramps for areas with restricted access	By Sept 2015
3.	UNEVEN AREAS IN PLAYGROUNDS	Repaint/paint white lines to mark level transitions.	By Sept 2015
4.	DOOR HANDLES	Ensure door handles contrast in colour with main body of door.	By Sept 2015
5.	AUTOMATIC DOOR ACCESS	Automatic door from Nursery refurbished	By Sept 2013
6.	DOOR TO APPLE MAC ROOM	Door replaced with fire door with glass panel.	By Sept 2015
7.	LIGHTING	Outdoor lighting for Junior Playground	By Sept 2015
9.	DISABLED TOILETS	Disabled toilet added to Girls' Junior Toilets. (Disabled toilet will be included in planned refurbishment of Boys' Junior toilets)	By Sept 2015
10.	SCHOOL ENTRANCE	Transfer keypad and entrance communicator to more accessible position.	By Sept 2015

*The access plan will be very specific to your setting based on the information gathered and consultation results. However, the following issues, based on experiences in Norfolk, may help in developing your action plans:*

### ***Physical environment***

*There are increasing numbers of disabled pupils in mainstream settings needing adult support for personal care. This can require an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults. A toilet cubicle that is slightly larger than average with handrails will rarely be adequate for a child with complex needs. Where a school does not have adequate facilities currently then access planning should include plans to develop them for the future.*

*Schools with upper floors should be mindful of the implications of physically disabled pupils accessing them. Where lifts are used there must always be an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure. 'Evac' type chairs and staff trained to use them will usually be required. Where this is the case, or if a school has an alternative solution, this must be clearly identified in the plans for individual pupils and in the general evacuation procedures for disabled visitors. Schools with upper floors but no physically disabled pupils currently should be making plans for potential pupils in line with their anticipatory duty.*



*Many physically disabled pupils are using powered wheelchairs which can be quite large and older accessible equipment may be too small. This is especially true of older lifts and toilets. Schools should plan to improve access for power chair users in accessing the school site.*

*Many pupils with quite complex medical needs are attending mainstream settings and staff are receiving training from Health professionals and volunteering to carry out procedures. Access plans might include developing a medical room if no appropriate space is currently available. And plans might also be made to examine job descriptions for new support staff to ensure that meeting the medical needs of disabled pupils is included.*

*An allocated parking space for the parents of disabled pupils is vital, as is ensuring that the space is not used inappropriately, or blocked by other vehicles. Access into school from the parking space should be level with no obstacles.*

*Level access is not the only consideration for wheelchair users. Heavy doors, sharp narrow turns and cluttered corridors will all be barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.*

*Some disabled pupils will need specialist furniture in order to access the curriculum. Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. Schools should make themselves aware of any existing support to purchase equipment by contacting the Disability Co-ordinator, e-mail [kim.andrews@norfolk.gov.uk](mailto:kim.andrews@norfolk.gov.uk)*