



St. Mary's College
Preparatory School

Accessibility Plan
2022 -2025

Date Written: October 2015
Date of Review: September 2024

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Prep has adopted this Accessibility Plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND.

Objectives:

The Prep is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Prep Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

An Access Audit is carried out by the Headmaster and Site Manager. A number of Prep specific recommendations were made as follows:

(the full Access Audit is available on request.)

Improving Curriculum Access

	Objectives	How	People	Cost	Timescale
1	Ensure any new building projects includes accessibility features for disabled pupils and fully complies with regulations.	Planning meetings with architects and builders.	SLT, Building contractors project manager		
2	Improve access for pupils who may experience difficulty moving around school.	Ensure care plans are in place to support all pupils with mobility difficulties.	SLT, SENCO, site manager	Resourcing costs of identified areas to develop	Ongoing
3	Classrooms are organised to promote the participation and independence of all pupils.	Deputy Head and SENCO to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	DH, SENCO and all class teachers	Possible resource implications where gaps are identified	Ongoing
4	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	Update SEND policy. Consider needs of specific pupils, both for school and off-site activities. Raise awareness off disability equality via staff meetings and assemblies.	All school staff	Staff training costs. Visiting speakers	Ongoing
5	SEND has relevant training.	S. Murray complete course	S. Murray	£1,800	18 months complete
6	Dyslexic pupils' needs met on site.	Intervention plans for pupils with dyslexia are in place and updated with needs highlighted.	Overseen by S. Murray	Budget	Ongoing

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7	Ensure pupils' with additional needs are catered for.	All SEND pupils to have plan review termly.	S. Murray		Ongoing
8	Ensure access and entry to the building is deaf friendly	Install green light on entry buzzer.	Contractor/ electrician	£100	Immediate
9	Ensure deaf access to pupil performances and events	Interpreter provided for events	S. Murray to coordinate	Cost dependent	On-going

Improving the Delivery of Written Information

	Objectives	How	People	Cost	Timescale
1	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	All staff	Not applicable	Ongoing
2	Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All staff	Not applicable	Ongoing