



# Caversham Preparatory School

## Policies and Procedures

### 701 Access Policy and Plan

## Accessibility Policy and Plan

### Introduction

The Proprietors of Caversham Preparatory School have prepared an Accessibility Policy and Plan. This is a whole school policy and plan, including those in the EYFS, staff and visitors.

#### The Accessibility Plan will:

- Be planned, resourced, implemented and reviewed and revised, as necessary.
- Will increase the extent to which disabled pupils can participate in the school's curriculum, over a period of time.
- Improve the physical environment of the school - for the purpose 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.
- Improve the delivery of information - to disabled pupils of information which is readily accessible to pupils who are not disabled.
- Be resourced carefully and adequately with regard to the need to allocate adequate resources for implementing the plan.

#### Equality of Opportunity for Pupils, Staff, Parents and Carers, Prospective Pupils and Visitors

To fulfil their duties under [Schedule 10 of the Equality Act 2010](#) the Proprietors will:

- Not discriminate by age, sex, sexual orientation, disability, gender, race, religion or belief, in the selection of pupils.
- Not use age, sex, sexual orientation, disability, gender, race, religion or belief, marital status or pregnancy when appointing new staff.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- Make reasonable adjustments for disabled pupils so that they are not at a disadvantage.
- Plan to increase access to education for disabled pupils.
- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination.
- Eliminate harassment related to a disability.
- Promote positive attitudes towards disabled people.

**The school plans, over time, to increase the access provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:**

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.
- To be a school that is open to children with disabilities and will ensure that in consultation with prospective parents this is made clear with an assessment and open discussion support this. Refer the school's Terms and Conditions re support for pupils with SEND.

#### Action Plan

Attached is a set of action plans showing how the school will address the priorities identified in the plan. Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed. The future planned action work will be overseen and co-ordinated by the Business Manager and the Head Teacher. The plan will be made available on request.



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#### Responsibility

The Proprietors are responsible for making sure that this policy and plan is adhered to. The Head Teacher and School Business Manager make sure that all resources are in place to follow this plan. The School's Disability Planning Consultant and Architects will be consulted if necessary.

### Audit and Plan for Curriculum Access

Current Provision	Action	Timeframe
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	External Agency authored reports and advice sought. E.g., speech therapists, occupational therapists.  Regular SEN CPD updating advice re knowledge of learning styles.  On-going CPD  If the Head Teacher needs to discuss particular pupil/s.	When necessary.  Termly.  One per term.  When needed.
If necessary, a TA will be appointed or employed to work closely with physically disabled pupils.	Child with epilepsy had a 1-1 TA to look after her.	If needed.
Pupils with emotional, social and behavioural difficulties are supported in school.	SENDCo provides 1:1 support.  ESB Plans are written to support individual children.	If needed.
The Reception classroom is at present able to be organised for disabled pupils.  Other accessibility has been discussed with the architects.	Classroom space is limited and staff will consider the best arrangement of furniture to improve access & to accommodate necessary equipment.  Consider Year Group classroom changes to best meet the needs of disabled pupils.	As the need arises.
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate	Lesson observation records.  Lesson Plans  IEPs	Continue to implement personalised learning when appropriate.



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and are supported by Teaching Assistants.  Buddying systems are in place in the school.		
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances, etc.	Action plans will be agreed and implemented for disabled pupils for example, the Lodge has a disabled toilet. Ramps would be bought if necessary.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff are aware of needs & detailed in planning/IEPs.  Children with dyslexia have extra time when completing assignments and tests. They are scribed for, as and when necessary.  They have support during all assessment situations i.e. readers/scribes/extra time.  We have dyslexia formatted reading books for those children who need support to read.	Already in place.
All staff plan for additional time required by some disabled pupils to use equipment.	This would be put into our daily lesson plans.	If the need arises.
Disabled pupils who cannot participate activities would be given alternative experiences, e.g., adapted forms of exercises in PE/sport.	Adapted plans for PE and sport would be sourced from e.g. <a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>  The PE coordinator would take a training course to support putting the plans in place.	If the need arises.
Personal computers are provided & will be fitted with additional software/hardware to allow access for disabled pupils.	This would include VOCA software, Clicker5, enlarged keyboard, joystick & switches.  We have links with a Specialist Advisory Support	If the need arises.



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	Service to provide updated software.	
School visits are accessible to all pupils, regardless of attainment or impairment.	See <a href="#">Educational Visits Policy</a> – consultations with parents as appropriate.  ALL risk assessments include info re - disabled pupils. <a href="#">H&amp;S policy</a> .  Coaches would be booked with 3-point seat belts to accommodate additional equipment.	If the need arises.
All staff have high expectations for <b>all</b> pupils	Lesson Observations, tracking & target setting are in place.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEPs. Reviews, Daily staff meetings, (Regular Class Teacher, TA, and SENDCO meetings).  Regular review meetings for IEPs with parents.	Half-Termly Review Meetings  Continuing CPD
We have a child who has been diagnosed with colour blindness. Adjustments have been made to the learning environment following <a href="https://www.colourblindawareness.org/teachers/">https://www.colourblindawareness.org/teachers/</a>	CPD on Colour Blindness in schools	To be delivered by the SENCO in the summer term 2021.
We have implemented <a href="#">Dyslexia Friendly Policy</a> for our Dyslexic Pupils		September 2020



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## Audit and Plan for Physical Access

Current Provision	Action	Timeframe
The layout of the school, except for the children in the EYFS at present would constrain a wheelchair user. Future planning and planning permission will take this into account and provision will be made where possible for any wheelchair user who may wish to join the school or work in the school.	<p>There is a ramp leading into the school's side entrance into the EYFS area of the school.</p> <p>There are disabled toilets in The Lodge.</p> <p>Further work would need to be done to widen the doors to the Reception toilets and a ramp rather than a step into the Infant Learning Garden.</p> <p>Further work would then be required for a wheelchair bound child to access the rest of the school.</p>	This would be done in consultation with the Business Manager, Head Teacher, School Architects, Planning Advisors and the child's parents.
We have only one disabled toilet at present. We would need one to be installed (in all three buildings) if the need arose.		As and when needed.
Pathways around the school.	Pathways are uneven in places	Groundwork is due to start in the summer 2021
Handrails have been attached to the wall to help our smallest children climb up to the back door of the school.		August 2017
Extra Fencing around EYFS Garden has enclosed the area.		August 2018
Parking arrangements for all are logical and safe.	<p>A disabled parking space is available and signed.</p> <p>The green gates will be opened for wheelchair users.</p>	In place
Emergency and evacuation systems INFORM ALL pupils.	<p>Auditory Alarms.</p> <p>Disabled children would be escorted off premises by designated adult.</p>	As and when needed.
At present there is no lift in the buildings. The plans for the extension at the side of the main house give a clear	Present planning in place for one building. Will need to be revised for the other building.	Meeting with the school architects for full compliance, if needed.



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indication of an adaptable lift shaft, if needed. More thought is needed for the Junior building and The Lodge that will be incorporated into the plans as they develop.		
Signs are uncomplicated, and unambiguous.	See signage around school.	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	All neutral paintwork on walls.	
All areas are well lit. All strip lighting has been changed from florescent lights to LED lights to improve vision in classrooms.	Health and Safety Walk	Annual H&S Audit 2020-2021
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff would seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Soundproofing in the juniors has been improved (summer 2019)
Furniture and equipment selected, adjusted and located appropriately, e.g., low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc.	Appropriate furniture and accessories have been bought on recommendation from the Occupational Therapist.	All adjustments required will be for the children as and if they are required to support their learning.
Ramp into Staff lavatory made as a temporary solution for walking frame because disabled lavatory in the Lodge is too far to walk.	Risk assessment in place, including locked box for personal medicines. Hot drinks and lunch being brought to classroom. Temporary Fire Risk assessment in place.	March 2021 and before the member of staff returned to work.
Care plan displayed. All staff briefed on personal care plan. Extra clothes sourced.	Risk Assessment in place for extra water breaks and extra toilet breaks.	September 2022 for child joining Reception with disabilities.



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## Audit and Plan for Access to Information

Current Provision	Action	Timeframe
Staff will be trained in the technology and practices to assist pupils, parents and carers and staff with disabilities, e.g., positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists.	Staff Meetings to discuss when needs arise and on-going CPD
The school will liaise with the LA and independent support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils, parents and carers who may have difficulty with the standard printed format.		As appropriate as and when requested.
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, e.g., by reading aloud, using the IWB/PowerPoint presentations, large print format.	<p>IWB in every class used for close demonstration work (i.e., needle work, sketching, etc.) &amp; for enlarging texts.</p> <p>All staff read aloud &amp; for parents who cannot read, information can be read to them.</p> <p>Separate reports can be requested to be sent if a parent does not live at same address.</p> <p>PowerPoint Presentations used at workshops and parents' meetings.</p>	
Ensure all policies consider the implications of Equality of Opportunity.	When reviewing policies, consider a child with a disability.	Ongoing review



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## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Educational Visits Policy
- Health and Safety Policy
- Dyslexia Policy

### Quoted Legislation and Guidance

- [Schedule 10 of the Equality Act 2010](#)

### Review Schedule

Update Schedule – Annually or in response to any changes in legislation

### Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Oct 2013	Advice taken from the School's Disability Planning Consultant
J Lawson	June 2014	Re-written during 2014 ISI Inspection
J Lawson	August 2015	Advice taken from the School's Disability Planning Consultant
J Lawson	August 2016	EYFS Fencing added
J Lawson	August 2017	Safety Rail added Board Approval Sep 2017
J Lawson	August 2018	Colour blindness added to SEN Policy New soundproofing added to upper Junior classrooms Board Approval Sep 2018
J Lawson	August 2019	Dyslexia Friendly Policy written Board Approval Sep 2019
J Lawson	August 2020	Computers for all Reviewed and formatted Board Approval Aug 2020
J Lawson	March 2021	Addendum for disabled staff re-joining us after illness Board Approval March 2021
J Lawson	July 2022	Reviewed and changed to accommodate child with disabilities joining August 2022 Holiday Club and then the Reception class. Board Approval Sep 2022