



HEYWOOD PREP  
CORSHAM

# **SCHOOL 3 YEAR ASSESSIBILITY PLAN POLICY**

**Updated  
May 2017**

## School Accessibility Plan

**3-year period covered by the plan** January 2017 – February 2020

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### 1. Starting points

#### 1.1 The purpose and direction of the school's plan: vision and values

1. This Accessibility Plan has been drawn up in consultation with the Headmaster and Proprietor the school and covers the period from January 2017 – February 2020.

2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Heywood Prep plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- 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, where appropriate and necessary, be made available in various preferred formats within a reasonable time frame.

4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Health & Safety (including off-site safety)
- Special Needs
- Behaviour Management
- School Development Plan
- School Aims and Objectives
- Teaching and Learning File

7. The Action Plan for physical accessibility relates to the Site Audits of the School, which are undertaken by the Proprietor and Site Manager. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

8. As curriculum policies are reviewed we will ensure that;

- A section relating to access may be added on Equality and Diversity.
- The School Prospectus will make reference to the Accessibility Plan.
- The School's complaints procedure covers the Accessibility Plan.
- Information about our Accessibility Plan will be published in reports to The Wishford Advisory Board.
- The Plan will be monitored by the Site Manager and Proprietor.
- The Plan will be monitored by ISI as part of their inspection cycle.

## **1.2 Information gathering**

The collection of information is crucial to supporting Heywood Prep in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the plan.

## **1.3 Involvement of disabled pupils, staff, parents and other users of the school.**

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

## **2. The main priorities in the school's plan**

### **2.1 Setting priorities**

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

### **2.2 Increasing the extent to which disabled pupils can participate in the school curriculum**

The following priority actions are to be introduced to increase pupil participation in the curriculum: -

- Review of current curriculum and establish inclusivity
- Address any areas of deficit and take appropriate action

### **2.3 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- There are currently no disabled pupils who require assistance.

### **2.4 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

The following priority actions are to be introduced to provide information for pupils: -

- Material produced to be modified/adapted by teachers to accommodate a range of learning needs.

## **3: Making it happen**

### **3.1. Implementation**

The scheme will be supported by detailed action plans and incorporated into the School Development Plan, with oversight of the governing body so that progress can be checked.

### **3.2. Publication**

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

## Heywood Prep Accessibility Plan 2017-2020

<b>A. Gathering Information</b>				
<b>Target</b>	<b>Strategies to implement in 2016-17</b>	<b>Strategies to implement in 2017-18</b>	<b>Strategies to implement in 2018-19</b>	<b>Responsibility</b>
To maintain the monitoring system to support pupils with a special educational need of disability.	Maintain register of SEND children – on-going	Maintain register of SEND children – on-going	Maintain register of SEND children – on-going	SENDCO
	Monitor patterns of attendance - annual	Monitor patterns of attendance - annual	Monitor patterns of attendance - annual	HT
	Monitor participation in off-site activities and residential visits - annual	Monitor participation in off-site activities and residential visits - annual	Monitor participation in off-site activities and residential visits - annual	SENDCO / Teachers
	Record pupil achievements – on-going	Record pupil achievements – on-going	Record pupil achievements – on-going	Teachers
To ensure the needs and aspirations of groups of users are met and understood	Invite parents and pupils to contribute to IAPs - termly	Invite parents and pupils to contribute to IAPs - termly	Invite parents and pupils to contribute to IAPs - termly	SENDCO
<b>B. Improving access to the curriculum</b>				
To ensure that Heywood develops children's awareness of disability and learning difficulties.	Review PSHE curriculum to ensure understanding of learning difficulties and disability is taught effectively – eg. Dyslexia and ASD.			PSHE leader
		Provide opportunities for pupils to engage with visitors who have a variety of educational and physical needs. eg speakers to school assemblies / themed events		PSHE leader
			Review provision in other curriculum areas, ie. PE, Art, Music	Subject leaders and class teachers
To ensure all pupils have full access to trips and extra-curricular activities	Provide risk assessment training – Autumn 2016 & Jan 2017 Inset			Business Manager / All staff
	SENDCO to attend training courses based on current pupil needs and disseminate information to staff.	Review trip planning strategies to involve parents/carers to ensure access		HT / SENDCO
			Review all out-of school provision to ensure compliance with legislation	HT
	Review clubs timetable includes a wide variety of extra curricular activities suitable for all ages and abilities			Deputy Head

HEYWOOD PREP  
SCHOOL ACCESSIBILITY PLAN POLICY

Ensure staff are sufficiently trained and are able to identify and cope with disabilities such as dyslexia, ADHD, diabetes, and other health problems etc		Undertake an audit of staff training requirements to ensure that teachers and TAs are able to identify and cope with SEND pupils		SLT
			Review training required and implement where necessary to ensure that teachers and TAs are familiar with appropriate technology and applications to best assist SEND pupils	SLT
Ensure that teaching staff create a learning and resource lessons that inclusive for all needs.	Interactive white boards / paper resources to have cream background to decrease visual stress.	Pictorial signage within school to be support pupils with dyslexia. 70% of those within school who have special needs are dyslexic.	To apply for Dyslexia Friendly School status.	Teachers / SENDCO
Ensure that all staff can differentiate the curriculum and are aware of SEND resources, including extending the most able	Planning folders reviewed twice termly	Planning folders reviewed twice termly	Planning folders reviewed twice termly	SLT
Supply teachers are informed of additional needs / strategies for SEND pupils	Planning folders updated to include IAPs and Pupil Profiles for relevant pupils - termly	Planning folders updated to include IAPs and Pupil Profiles for relevant pupils - termly	Planning folders updated to include IAPs and Pupil Profiles for relevant pupils - termly	Teachers
<b>C. Improving access to information</b>				
To review information to parents/carers to ensure that it is accessible	Update school website regularly with whole school information and communications - ongoing			Office
		Review all current school publications (school brochures, newsletters & other forms of information) and promote the availability in different formats for those that require it		HT / Office
			Ensure that planned parent portal caters for those with visual impairment – eg, enlarged font size and audio version.	Office
To increase support for parents / carers of SEND pupils	Parents/carers invited to IAP meetings with SENDCO – ongoing	Parents/carers invited to IAP meetings with SENDCO – ongoing	Parents/carers invited to IEP meetings with SENDCO – ongoing	SENDCO
		Review and publish appropriate SEND guidance and documentation on the school website (SEND Report and policy)		SENDCO

		Review and update the Heywood planner to explicitly welcome pupils with SEND		SENDCO
To help pupils with become more aware of their own learning style and access needs			Review and develop strategies for pupils to experience different learning styles throughout curriculum.	SENDCO / Director of Studies
<b>D. Improving access to the physical environment</b>				
To provide appropriate access to all users	Seek information on the needs of users and pupils - ongoing	Seek information on the needs of users and pupils - ongoing	Seek information on the needs of users and pupils - ongoing	SENDCO
		Review access to school buildings (in light of building works) to ensure it is user friendly		Business Manager
To maintain a safe and stimulating environment for all users	Train and share manual handling risk assessment with all staff – staff inset Feb 17			HT / Business Manager
	Review all Health and Safety policies and share with staff			Business Manager
			To provide a sensory space to support social and emotional needs of pupils.	SENDCO / Business Manager
	Provide Health and Safety Training - ongoing	Provide Health and Safety Training – ongoing	Provide Health and Safety Training - ongoing	Business Manager
To ensure all SEND adults are considered equally with others for posts in the school		Review application procedure and modify as necessary		HT / Business Manager
To improve signage within the school	Visual timetable displayed in every classroom - termly	Visual timetable displayed in every classroom - termly	Visual timetable displayed in every classroom - termly	Class teachers



Signed: Guy Barrett  
Head Master  
Heywood Prep