

Accessibility plan

SOMPTING ABBOTTS PREPARATORY SCHOOL



Approved by:	Mrs. P. M. Sinclair	Date: 02/05/2023
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school treats its responsibilities with regard to supporting children of different disability ranges seriously and expects all staff to work closely with each other and the LSCO to achieve this.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

This may include, providing the school is confident that it can meet the needs stated in, an EHCP plan written by our local council West Sussex, and its childcare team.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, the proprietor and directors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum (includes Chromebook use and dictation software) ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils (this is done with all staff, led by Director of Studies , strategic Lead of Learning Across the Curriculum and LSCO) ● Targets set effectively and are appropriate for pupils with additional needs ● The curriculum reviewed to make sure it meets the needs of all pupils ● For pupils who need extra literacy support, Nessy Club available at school, three times a week. In Latin lessons from Year 6 onwards, pupils' parents can opt for them to work on core subjects. 	<p>STO: To use SEND review system to check and monitor support for all pupils.</p> <p>MTO: improve liaison between staff and LSCO.</p> <p>LTO: Ensure pupils who require extra access arrangements, including for use in exams, are receiving this.</p>	<p>SEND Review to happen termly as part of staff meeting.</p>	<p>LSCO/Strategic Lead of Learning Across the Curriculum/ All Staff</p>	<p>Jan 2020</p>	<p>Detail checked and pupils receiving more support</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (to be bought) • Corridor width is wide downstairs in main building and in concert/performance areas • Library shelves at wheelchair-accessible height 	STO: to buy ramp if necessary	Discussion with DAS and SD regarding this	DAS	Sept 23	Ramp bought for school use
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured paper and coloured paper for visually impaired students 	<p>STO: increase graphic aids to convey information across school.</p> <p>MTO: To increase large print supplies and also hi-lo reading materials for students.</p> <p>LTO: to ensure that overlays and coloured paper are available for each class.</p>	Discussion with DAS and SD regarding this	DAS	Sept 23	<p>More books available for students who find it difficult tracking print.</p> <p>More coloured overlays and coloured paper available for use for SEND students.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SLT and the Proprietor.

It will be approved by the Head and the Proprietor

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Learning Support policy

6. On Entry to the School

Academically, Sompting Abbots is partly selective and there are academic papers on entry (for pupils in NC Years 2 and above) to ensure that new pupils are capable of meeting academic standards and that Sompting Abbots has suitable structures to cater for them educationally. For example, all Year 7 and 8 pupils study towards Common Entrance and must be able to cope with the attendant academic rigours. We will ask prospective pupils to sit a VR and NVR test to assess their ability.

Provided that prospective pupils succeed in the entrance papers, they can qualify for entry to the school. The school reserves the right to deny entry on the basis of a child's academic standard (this is a permitted form of selection) and decisions are made on an individual basis. Children entering the Main School from the Pre-Prep also have to meet academic requirements.

It might be that a prospective pupil's behaviour – for whatever reason – poses a risk of severe disruption of the learning environment for other pupils and for this reason the school can decide not to admit a prospective pupil.

Factors that may be taken into account when making an initial assessment include:

- Maintaining the school's standards
- Resources
- Costs
- Practicability
- Learning support provision
- Health and Safety

The School applies these criteria to all potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his disability.

The duty to take reasonable steps or adjustments is owed to all disabled pupils, and the School has therefore to anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account its own resources, the health and safety of all pupils, the practicalities of making adjustments and the interests of other pupils in the school

It may be that a prospective pupil has a specific disability that means a reasonable opportunity to succeed in the entrance tests requires special arrangements of some kind. Sompting Abbotts' registration form requests that parents declare such needs so that we can provide appropriate support and conditions during the test.

Disabilities might include physical or sensory impairment and might affect mobility, dexterity, physical co-ordination, continence, ability to move everyday objects, speech, hearing, eyesight or perception of risk. It is unlikely that children with mental illness, behaviour difficulties or severe learning difficulties would be accepted due to the academic selection in operation at Sompting Abbotts. However, children for example with diabetes, asthma or arthritis could be pupils at the school.

7. At School

This policy sets out the adjustments that Sompting Abbots regards as reasonable when considering accommodating a pupil with specific needs. We will do all that we reasonably can to cater for pupils in our care. Sompting Abbots will not discriminate on grounds of physical disability, although there will be cases for which we cannot reasonably cater. If it is possible to make practicable changes that will not prove too disruptive to the workings of the school, and if these can be done at a reasonable cost then we shall be happy to make such reasonable adjustments to accommodate the child.

In the first instance, we look for positive ways to overcome difficulties and if the child is of a suitable academic standard for Sompting Abbots and there is space in the year group then we discuss the case in school and with parents.

The following aspects will need to be carefully considered:

- Preparation for entry into the school
- The curriculum and timetabling
- Teaching and learning (differentiation and use of auxiliary aids and services)
- Medical issues
- Classroom organization and grouping pupils
- Interaction with peers
- Prep
- Access to school facilities
- Special activities such as visits and trips
- Meals, sports, break times, clubs and activities
- Working with other agencies
- School policies (bullying, exclusion ...)
- Preparation for the next phase of education

Reasonable Adjustments – a Checklist

A pupil might be subject to disabilities that are health related. They could be affected by physical disability, mental, visual or hearing impairment. They might suffer from a syndrome of deficit that affects their general conduct and ability to follow school rules without disturbing others significantly. The school has to balance at all times not only the interests of individual children but also the welfare of the school community as a whole.

When it becomes apparent that a child needs special treatment, Sompting Abbots will consider the following factors in coming to a decision about accepting or retaining the child. The situation will be discussed with parents.

Although blind and deaf children would have difficulty in accessing the curriculum, provision could be made to enable partially sighted and hard of hearing children to lead fulfilling lives at Sompting Abbots. Any other disability that did not include severely restricted mobility (e.g. epilepsy) would not disadvantage a child from gaining complete access to the curriculum.

Awareness of Policy

Parents and staff should know that the school has an equal opportunities policy and is committed to equality of opportunity for all its pupils. Parents may ask for this policy from the school office.

Learning Support Policy

There is a more detailed policy dealing with provision for learning support available for parents and staff to read.

Staffing

Will staff need training in order to cope with the pupil? (If so, how much time will this take up?)

Medical/educational

Will extra staff be required to cater for the child?

One-to-one assistant? Learning support staff? Help in certain subjects? Number of hours per week? Involvement of School First-Aiders?

Is there a professional liaison officer/expert advisor available to advise staff?

IEP/Action planning

Resources

Will the pupil require special equipment?

Individually/in each teaching area e.g. ICT, furniture, signage

Will physical adaptations be required for access?

Which areas are inaccessible?

Health and Safety

What risks?

Finances

Who will pay for the adaptations?

Parents/school/shared

Timetable

Are there timetabling repercussions?

Are all subjects suitable for the pupil?

Sports/music/Art/drama/science

Class to be downstairs whenever possible/short distances between teaching areas.

Other Pupils

What effect will the new pupil have on other pupils?

Distraction/less teacher time/enhance their experience/guardianship and peer supervision/will the other children need to be prepared?

Other

Special catering arrangements?

Is the case likely to attract media attention and will school need preparation for this?

What effect will the admission of this pupil have on school standards?

Decisions

If a decision is taken not to admit the child, parents can appeal to the school Directors .