

# **Chiswick and Bedford Park Preparatory School**



## **School Accessibility Policy and Plan January 2020 – December 2022**

## **Section 1: General**

This document should be read in conjunction with Chiswick and Bedford Park Preparatory School's ("the School") SEND and Equal Opportunities Policies. The School recognises and embraces its obligations under the Equality Act 2010 and the SEND Code of Practice 2015. This Plan applies to the whole School, including the Early Years Foundation Stage.

The School is committed to Equal Opportunities irrespective of gender, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The School is committed to improving access for pupils with Special Educational Needs and Disabilities.

This plan addresses three key areas:

**1: *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 able-bodied pupils. This covers teaching and learning and the wider curriculum, such as participation in after-school clubs, leisure and cultural activities or school visits.

**2: *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 time frame.

**3: *Improve access to the physical environment of the school***, adding specialist facilities as necessary. This covers improvements and physical aids to access education.

## **Section 2: Admissions**

Reviewed: January 2022

Next Review: December 2022

The School's policy is to conduct its admissions on a fair and non-discriminatory basis. The School currently has limited facilities for the disabled due to the nature of the building and local Planning Restrictions. However, the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Part 3 of the Children and Families Bill 2014, which relates to children and young people with SEND, to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the school can cater adequately.

The School needs to be aware of any known disability or special educational need that may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with full details prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place. The School needs this information so that, in the case of any child with particular needs, the school can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made. The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. If special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments in order to allow the child to continue at the School. The School's policies on SEND, Inclusion and Equal opportunities and English as an Additional Language are available on request from the School Office.

### **Section 3: Context**

Reviewed: January 2022

Next Review: December 2022

The Children and Families Act 2014 defines children with Special Educational Needs *to include pupils with significant greater difficulty in learning than the majority of children of his or her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age.*

The Equality Act 2010 defines disability as: when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.

Many children who have SEND will also be defined as having a disability under the Equality Act. It is likely that many of the pupils who have SEND will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the School's Equal Opportunities Policy for staff in the day-to-day management of the School. Staff with medical or physical disabilities are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

#### **Section 4: Information about the School**

The School is a co-educational Independent Preparatory School. Boys take 7+ examinations and leave at the end of Year 2. Girls remain at the School until the end of Year 6. The school currently has pupils with a variety of disabilities. These include, but are not limited to: Autism, ADHD, dyslexia, dyspraxia, speech and language difficulties, hearing and visual impairments. There are also a number of pupils with medical conditions such as severe allergies and asthma. All pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and residential trips.

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Next Review: December 2022

Every teacher contributes to the development of a pupil's IPP with support from the School's SENDCo. These contain information on a pupil with a SEN or disability and outline strengths, difficulties, and strategies for supporting them in the classroom. Teachers have access to a range of support materials and resources for the classroom.

The main School building currently has limited facilities for the disabled due to the nature of the building and local Planning Restrictions. In particular, it is not possible for non-mobile pupils to access the 1<sup>st</sup> and 2<sup>nd</sup> floors. Portable ramps allow limited access to the main school entrance. The Nursery is a ground floor building and has disabled access. There are ground floor toilets in both buildings.

**1: Increase the extent to which disabled pupils can participate in the School's curriculum.**

<b>Target</b>	<b>Actions</b>	<b>Resources Required</b>	<b>Outcomes</b>	<b>Timescale</b>
To make appropriate provision for all pupils, including bilingual and EAL pupils, to access the whole curriculum.	Extended provision within the curriculum for EAL pupils		All pupils able to access the curriculum	Ongoing
To provide staff with training on differentiation and SEND.	INSET training		All staff are differentiating appropriately to meet the needs of all abilities.	Ongoing
To promote positive attitudes towards pupils and all others with disabilities.	PSHE Curriculum Fundraising activities e.g., Children in Need	Acknowledge Neurodiversity celebration week – share PowerPoint	High standards of courtesy, mutual respect, and tolerance.	Ongoing

Reviewed: January 2022  
Next Review: December 2022

		and resources with Teachers		
To ensure all pupils have their needs met through targeted support.	Liaison and communication (if necessary, with external agencies) to support and enhance SEND pupils.	Enhanced SEND support. Material from outside agencies used against specific targets.	Specific targets achieved.	Ongoing
To provide culturally/ethnically appropriate resources e.g., books and play equipment.	Purchase/loan of books	Hounslow Library services. Other books/toys	To provide a range of resources for all children	Ongoing
To ensure all pupils can access IT facilities across all subjects.	Evaluate IT provision and policy regularly.	Specific software for EAL/ABL where appropriate. Liaise with TurnitOn, providers of ICT support	All children can access IT facilities.	Ongoing
To provide access arrangements to meet individuals' needs when taking exams/assessments and 7+/11+and provide support when required.	Adaptation of the assessment suitable for needs.	Support with scribes for 11+ exams Suitable assessment papers	Improved learning outcomes Success in 11+ examinations	Ongoing
To ensure all school clubs are accessible to all pupils	All extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all extra-curricular provision to ensure compliance with legislation	School clubs are accessible for all	Ongoing

To increase language learning at the school	Review language teaching at school	Online Mandarin course (Dragons Connect) Spanish Teacher	Mandarin teaching for Form 6 Spanish teaching for all year groups in Summer term  Language of the Month at Nursery	On going
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Reviewed: January 2022  
Next Review: December 2022

## 2: Increase the availability of accessible information for disabled pupils

Target	Actions	Resources Required	Outcomes	Timescale
To ensure the availability of written materials in alternative formats to pupils, staff, parents/carers and visitors.	<p>To be able to convert written information into alternative formats (e.g. large print, particular font (Comic Sans) braille, home language etc.)</p> <p>Audit the school library to ensure the availability of large font and easy read texts.</p> <p>Audit of signage around the school to ensure that it is accessible to all.</p> <p>Research modern technology available</p> <p>Research RNIB Book Share</p> <p>Seek advice from Vision Specialist at the Local Authority re pupil with Vision impairment</p>	<p>Access to services for converting written information into alternative formats.</p> <p>Liaison with Hounslow Libraries</p> <p>Time</p> <p>Purchase of large font books and easy read texts.</p> <p>Consider trial of Reading Pen to assist dyslexic pupils</p>	The school will be able to provide written information in different formats when required for individual purposes.	As required
Review information provided to all pupils, staff, parents/carers and visitors to ensure it is accessible.	Audit access needs through registration forms.	Registration form	To provide info as necessary	Ongoing

Staff use good resources to suit all learners in the classroom.	Ensure staff know what resources are available and what support they have. Staff training on Numicon	High quality teaching resources	Provide differentiated lessons of the highest level for all needs	Ongoing
Ensure all pupils can access the curriculum when learning remotely	Continue interventions during period of remote learning. Provide school Ipads for those pupils with no access to computers/Ipads at home Vulnerable and children with EHCP offered in school learning.	Remote and in person interventions continue Ipads Headphones with microphones	Improved access to the curriculum	Summer 2020

**3: 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.**

Target	Actions	Resources Required	Outcomes	Timescale
To improve the physical environment of the main school.	Audit of access – Carried out by specialist company on annual basis.	Audit	The main school building, insofar as reasonably practicable, will be accessible for all.	March every year

Reviewed: January 2022  
Next Review: December 2022

If required for particular pupil: emergency alarm in the toilet	Fit an alarm cord, reachable from the toilet/basin area and the floor; differentiated in colour/tone from the light pull.		Safety of disabled persons	2022 following audit
To update hearing induction loop	Investigate purchase of new hearing induction loop	Hearing loop	Provide signage at location of hearing loop.	
To improve access to the building	Explore possibility of providing a ramp to access school	Survey Ramp	The main school building, insofar as reasonably practicable, will be accessible for all.	2021 Completed

The priorities for the Accessibility Plan for our school were identified by the:

- Headmistress/SLT
- SENDCo