



PRESTFELDE

**Three-Year  
Accessibility Plan**

Based upon ISBA Accessibility Plan

**In accordance with the Equality Act 2010, Prestfelde School does not discriminate against pupils because of their sex, race, disability, religion or belief, or sexual orientation.**

**In accordance with the law on disability discrimination, Prestfelde School will make every reasonable adjustment to put disabled pupils on a more level footing with pupils without disabilities.**

Also refer to SEND Information Report

1. ETHOS AND AIMS OF PRESTFELDE SCHOOL

Prestfelde School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states:

**Our aim is to enable all pupils to develop their love of learning, academic interest and individual talents in a caring community which fosters sensitivity, confidence, a sense of service and enthusiasm for life.**

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. Recently we have improved the accessibility around the gymnasium, the Science Labs, the CDT/Art building, and Chapel/theatre. Most tarmac has been improved around the school with paths, barriers and bollards put in place to improve disabled accessibility. With the new Chapel/theatre we have an additional purpose-built disabled toilet (now 5 in the school). We are also in the process of a new build around our swimming pool which will provide improved wheelchair access for

spectators. In addition, we will provide additional accessibility fixtures (such as ramps), within appropriate resources, as required.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of individual disabilities and to enable them to minimise any potential difficulties for those pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

## 2. CONTEXT

As of September 2018, Prestfelde School has no Education Health and Care Plan (EHCP) pupils.

13 pupils on SEN support (this includes those pupils with actual diagnosis and significant input from us and outside agency)

0 looked after pupils

12 EAL pupils

We have 30 pupils with medical conditions.

These include: 2 pupils who require epi pens due to allergies.

We have 9 children with long term medical conditions.

We have 19 children with short term medical conditions.

All children with medical conditions have a Health Care plan in place.

19 children throughout the school have asthma and therefore an asthma care plan in place.

This information is updated annually at the start of each Academic year and whenever there is any change to circumstance. Please refer to ISAMS.

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

Over recent years we have had hearing impaired children and those with other needs including a diabetic boarder that have had Personal Learning Plans to ensure their individual needs are catered for. The school has a flexible approach to respond to most needs that are identified whether involving curricular, pastoral, or infrastructure support.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best candidate based on their skill set and qualifications and regardless of any disability they might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Prestfelde School. We have two members of

staff with a medical disability and they are provided with the necessary support for his role. We regularly review our staff's needs to ensure these are being met.

### 3. DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment 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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### 4. HOW THE PLAN IS CONSTRUCTED

At Prestfelde School we have a disability policy review committee which consists of the DSL/Deputy Head (Pastoral), Deputy Head (Academic), Representative from Learning Support, Head and co-opted additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- i. to review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- ii. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
- iii. to prepare and keep updated the school's SEN and disability policy
- iv. to prepare and keep updated the school's accessibility plan;
- v. to review such plans and policies as necessary and at least on an annual basis.

This term's inset included further training from our Learning Support staff following on to previous training on the SEN code of practice and accessibility training for all the staff. This was 'Total teaching' based on inclusion into the curriculum and how best to cater for individual learning styles and needs into all areas of learning.

Staff have received training on the disability act and accessibility rights of individuals, priorities for our pupils with SEND and priorities for our pupils' parents.

The school's governors are fully informed of the SEN pupils and their accessibility needs through the Education committee governors.

The accessibility plan and targets have been widely circulated to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan and it will also be reviewed annually by the Governing Body and the school's Disability Policy Review Committee (as above). The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

### 3. ACTION PLAN

The following has been carefully considered by the school's Disability Policy Review Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing Body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Prestfelde School's audit and continuous monitoring of the above has informed the action plan 2015-2018 below (and available on the School's website and upon request) which builds upon other recent work:

Target	Action Required	Lead	Resource Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improve access to Physical Environment	Training and procedure to consistently consider whether furniture and equipment is selected, adjusted and located appropriately	Estates manager IT Consultant	As required and reasonable when purchasing new	Evaluate use with stakeholders	Routine
Improve access to Physical Environment	Review existing buildings to incorporate accessibility provision – including, for example, making sure that new carpet is low pile and high density to aid wheelchair movement.	Estates manager	As required and reasonable when purchasing new	Evaluate use with stakeholders	New carpet tiles put in place in classrooms areas from 2015-17 have all complied with this consideration. New computer 'desking' in 2016 and 2017 has considered wheelchair access.

Improve physical access to the science laboratories	Install ramp into the Lab	Estates manager	Cost – fully agreed	Measure height and evaluate use with stakeholder (pupil)	As required
Update physical access for Chapel/ theatre and provision of additional disabled toilet	New Build with disabled access and disabled toilets	Bursar	Cost – total build £600k	Evaluate use with stakeholders	Sept 2015 (on course for Spring 2015 at £800k) Now completed
Update physical access for Swimming Pool Spectators	New Build with disabled access	Bursar	Cost – total build £650k	Evaluate use with stakeholders	Feb 2018
Improve extent disabled pupils can participate in curriculum/ school life	Additional support	DH (Acad)	£15k per pupil - agreed	Evaluate with stakeholders	As required

Improve extent blind pupils can participate in curriculum/school life	Provision of information in braille	DH (Acad)	C£15k per pupil - agreed	Evaluate with stakeholders	As required
Update physical access around school	Improve tarmac/path areas for easier wheel-chair movement	Head	Cost – £120k	Evaluate use with stakeholders	<p>Stage 1 Sept 2014</p> <p>(With the installation of some ramps, increased separation of vehicles from pedestrians, widening of pavements, and removal of trip and eye hazards in Sept 2014 there has been a major improvement in accessibility at a cost of c£135k. A further £12k has been spent on a garden with improved accessibility.</p> <p>Stage 2 was completed in 2015 ensuring the routes to the new theatre/Chapel are appropriate and planned with due consideration to needs.</p>

Improve physical access to facilities around the school	Install height adjustable furniture to classrooms	Estates manager SENCO	Cost [agreed in advance within reason-able levels]	Measure height and evaluate use with stakeholder (pupil)	As required
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Example photos or work done to improve accessibility:

Before



After



APPROVED DATE	25 September, 2019		
REVIEW DATE	25 September 2020		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Stuart Hay