



ACCESSIBILITY PLAN



2023-2024

Approved by:	Headteacher	Date: September 2023
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Last reviewed on:	September 2023
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Next review due by:	August 2024
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Accessibility Plan

Hale Prep School is committed to providing an inclusive environment for all children. As part of this commitment, it will always seek to identify and overcome problems that might prevent children from accessing the curriculum the school offers; this includes extra-curricular activities, educational visits, and school trips. In achieving this objective, the school appreciates that it faces constraints that only sometimes present themselves to schools: it is housed in a Victorian building, arranged over several floors, and comprises six external classrooms.

In drafting this policy, the school is aware of its legal obligations, particularly the Disability Act of 2001 and Schedule 10 of the Equality Act 2010, "Accessibility for Disable Pupils". The accessibility policy refers to physical accessibility and mobility around the school premises and curricular and extra-curricular activities.

The school has set up a Disability Policy review committee comprising the Head, Mrs Busby (Head of Pastoral Care), Mrs Leyland (Deputy Child Safeguarding), and Mrs Halliwell (SENCO). The committee will review the policy, make recommendations to improve accessibility, to prepare the school's accessibility plan on a three-year cycle.

The accessibility plan has three strands and covers September 2021 to August 2024.

- i. Increasing the extent to which disabled pupils, including those with special needs, can participate in the school's curriculum.
- ii. Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of the curriculum and extra-curricular program.
- iii. Improving the provision to disabled pupils of information already in writing for pupils not disabled.

1. Increasing the extent all pupils can participate in the schools' curriculum Sept 2021 – Aug 2024

TARGET	STRATEGY	OUTCOME	TIMESCALE	ACHIEVEMENT	MONITORED BY
Plan out-of-school activities ensuring participation by all pupils.	Liaise with the outdoor pursuit centre to ensure appropriate arrangements will be made.	All pupils are enabled to enjoy full participation.	Before any trips are carried out.	Increased access to all school activities.	MC
Minimise movement of disabled pupils	Timetabling to avoid excessive movement about the school.	Reduce the amount of movement of disabled pupils.	As required. (The school has an extensive waiting list which enables up to four years of planning for entry of disabled pupils.)	Make it easier for a child with cerebral palsy to move between lessons.	KB
Early identification of learning difficulties	Purchase of screening program in maths and English. The baseline assessment by CEM (Centre for Educational Monitoring) and annual tests by CEM. Purchase of aids –	Where necessary, pupils will be placed on the additional support register. Timetabling ensures extra support is given.	The program was purchased in 2005. CEM employed since 2009. Funds readily available to purchase necessary teaching aids – interactive whiteboards in all classrooms, visualisers.	Responding to specific needs assist the pupils to maximise their ability and engender self-confidence and esteem.	FH

	specialist equipment for dyspraxia pupils.				
Training of teachers on differentiation.	To explain the various programs. How to interpret the results. To appreciate the many methods that are available to help overcome problems	Teachers are in a better position to deliver the curriculum.	An ongoing program of training on both INSET days and attending specialist courses.	The quality of teaching, and hence, learning enhanced for all pupils	H
2. Improving the physical environment and increasing the extent to all can take advantage of the curriculum and extra-curricular activities					
TARGET	STRATEGY	OUTCOME	TIMESCALE	ACHIEVEMENT	MONITORED BY
To improve the safety of movement between classes	Consult site manager. Make visits to another school, particularly Pictor School.	Additional rails were put on staircases. Ramp replacing steps between classrooms.	There is a continuous program of improvement. Most recent Easter 2016 - ramp	Increased confidence of pupils when moving around the school	H

Improve facilities for people with disabilities.	As above	Specially designated toilet equipped with rails and handrails.	Sept 2021	Toilet made available suitable for disabled use.	H
Consult with parents on the waiting list	Invite both parents and professionals where appropriate to discuss modifications.	Schools to put in place modifications that are suggested.	As required.	Allow future pupils to enjoy all that the school offers	H
3. Improving the provision of disabled pupils of information.					
TARGET	STRATEGY	OUTCOME	TIMESCALE	ACHIEVEMENT	MONITORED BY
Ensure that all information on the academic curriculum and extra-curricular activities is available.	Deploy a wide range of sources of disseminating information – prospectus, newsletter, website, etc.	All information about the school is readily available.	This is regarded as of crucial importance and is subject to constant review. Most recently, a handbook of events in conjunction with the PTA.	Complete information is delivered to all parents and pupils.	H
Raise awareness of staff on the importance of good communication.	INSET, including sessions on effective teacher-parent communication.	Staff views the necessity of effective communication to be of vital importance.	There is a regular emphasis on the importance of good communication – INSET day.	All parents and prospective parents are fully aware of the curriculum and extra-curricular activities.	H

H Head

KB Kath Busby

KL Kirsty Leyland

FH Fiona Halliwell

