



Kew Green Preparatory School Accessibility Plan

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2010 (SEND A). All stakeholders of Kew Green Preparatory School recognise the following duties that this places upon them:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To 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.
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Kew Green will not treat disabled pupils less favourably and will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Kew Green will resource, implement and review the accessibility plan as necessary. This plan will be monitored and evaluated by the board of directors on an annual basis. The plan attached sets out the school's proposals for increasing access to education for disabled pupils.

Physical environment:

Accessibility in certain areas of the School is constrained by the layout of the buildings. It is the School's policy to provide access to every area of the site where this is possible. There are disabled toilets on the Lower Ground Floor of the school. Currently, only the Lower Ground Floor can be accessed by a ramp. Access may be gained here to the school hall, toilets, a classroom (currently the ICT Suite) and the staff room (also a potential classroom). Much of our PE/Games facility is off site at professional sports venues and therefore accessible for those with disabilities

In other areas of the school, certain adjustments can be made to accommodate pupils or members of staff with disabilities:

Access to the Curriculum:

The Director of Studies works with the Progress Centre (SEN Department) to ensure that pupils are able to participate in the school's curriculum regardless of disability. If notified of a pupil's specific needs, adjustments can be made to increase a pupil's participation, for example, in the Games programme. Advice will be sought from any specialists working with the pupil to ensure participation is appropriate and as full as possible.

Access to Information:

The school aims to improve the delivery of information to disabled pupils, by taking into account the needs of individual pupils and tailoring provision accordingly. Cases are looked at on an individual basis according to need.

The SEN and Disability Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Improving access to the curriculum

	Objective	Strategies	Outcomes	Time Scale	Success Criteria
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Short term	To ensure that all pupils are supported to reach their full potential and show maximum progress reading for their ability	To monitor reading progress through formal testing, extra reading support provided by staff or parents/carers <i>particularly to those children reading at or below their reading age.</i>	Staff are supported and resources are available to increase the progress of reading in pupils	Ongoing/permanent	Children's reading progresses according to their age and ability
	To continue to develop staff awareness of learning differences and so enhance support in the classroom	Continue to identify needs and arrange for inset training by a relevant specialist Audit staff's current skills, training and experience.	All staff will be delivered a programme of support they can provide within the classroom All staff who are secure in their understanding of specific learning issues of and abilities are able to develop and advise upon teaching strategies to enable pupils to access more of the curriculum.	Ongoing/permanent	Pupils are better supported within the classroom Staff know who to seek advice from to support pupils access to learning.
	To ensure all adjustments are made to allow pupils with vision difficulties to access the curriculum.	Ensure all teachers are using white screen and black writing for pupils with sight difficulties. Make sure that overlays are available for children with these requirements.	All staff to be catering for pupils with sight difficulties effectively.	Ongoing/permanent	Evidence of accelerated progress for visually impaired pupils
	To ensure that curriculum content is sensitive to hearing and sight difficulties.	Ensure that all teachers are aware of the difficulties and integrate this into schemes of work effectively.	Schemes of work show evidence of adjustments for all pupils who have sight and hearing difficulties.	Ongoing/permanent	Evidence of accelerated progress for aurally impaired pupils
Medium term	To evaluate the use of computer programmes / Apps for developing the support given with reference to auditory process/discrimination	To review the curriculum arrangements and make changes where appropriate.	Incremental curriculum which builds on previous experiences	Summer 2018	Use of technology is developed within the Progress Centre for better provision for pupils. Specifically through regular use of iPad apps. Children readily choosing technology to aid their work
Long term	To review short and medium term targets in the light of new opportunities and legislation.	To increase staff awareness of pupils and the range of current disabilities through INSET, planning adjustment sheets, Special Needs Register, observations and meetings.	Wider range of teaching styles used to support current pupils	September 2019	Improved confidence in staff for dealing with pupils with disabilities.

Improving access to the Physical Environment of the School

	Objectives	Strategy	Outcomes	Time Scale	Success criteria
Short term	<p>To add an extra 'Pod' outside the school building to accommodate Learning Support</p> <p>To ensure that all buildings comply with the H&S regulations and meet the needs of a pupil using a wheelchair where possible.</p>	<p>To continue to discuss plans with reference to design and H&S requirements.</p> <p>Continuing audit of buildings in terms of H&S regulations.</p>	<p>Additional teaching space for facilitating learning support</p> <p>Necessary changes are made.</p>	<p>Summer 2017</p> <p>On-going</p>	<p>Those requiring specialist teaching (SALT/OT) have an allocated and timetabled room</p> <p>Buildings comply with H&S</p> <p>Modifications to existing buildings highlighted and planned wherever possible. Greater accessibility and comfort for pupils with disabilities.</p>
Medium term	To increase the level of mobile technology available in school to support pupils	Budget accordingly to increase supply of laptops/computers/tablets etc.	Laptops and tablets available for those who need this level of support in any lesson	Summer 2018	A range of mobile devices available readily for pupils and for pupils to 'choose' their technology
Long term	To monitor and alter access to all buildings as appropriate for current/new intake pupils.	To continue to monitor the learning environment for all pupils in order to meet their needs as fully as possible.	Environment is as accessible as possible for all children.	On-going	Environment is as accessible as possible for all children.

Improving provision of information

	Objectives	Strategies	Outcomes	Time Scale	Success criteria
Short term	To monitor the demand for variations in the format of information from parents.	Questionnaire to be sent to all current and future parents. Adaption of registration form (pupils) to include a request for information about any possible disabilities.	Inform the relevant department or persons responsible for provision needed.	September 2017 on-going with annual audit of languages available on the staff	Provision identified and relevant persons informed School is better aware of SEND requirements of current and prospective pupils
	Staff register of additional languages and proficiency available.	Questionnaire to be sent to all staff requesting additional language ability.	School better able to accommodate those for whom English is an additional Language	Annually	Additional language support for parents can be offered from within school where possible.
Medium term	For the Progress Centre to have the administrative system effectively running using the CJM system	Transfer all administrative functions onto the CJM system in stages ensuring that the programme is adapted and shaped to meet the department's needs.	The department is able to run efficiently and electronically using CJM.	Summer 2017 and on-going	CJM enables the LS department to communicate all info with parents electronically using email to increase efficiency. Increased effectiveness in meeting pupils' needs
	Increase awareness amongst staff of the importance of good communication systems to support pupils learning.	Advice and training as required	Better awareness of pupils with specific learning needs.	Spring 2018	
Long term	To review progress made in short term and long term targets.	To plan for the next stage	Wider understanding of issues involved.	On-going	Improved delivery of information to disabled pupils and adults.
	To plan strategies for making information for pupils and parents available in different formats to accommodate any future pupil/parent needs.	To consider alternative ways of presenting information e.g. worksheets and the School Prospectus, e.g. in large print, alternative languages or using audiotape if necessary.	Information available in variety of formats.	On-going	Information for pupils and parents is made accessible in different formats when necessary or when requested.

Written by: Head Teacher

Review date: Whilst this is a 3 year plan it should be 'reviewed' and updated annually where necessary

Next Review Date: September 2019