



## **Accessibility Plan - 2020-2025**

**Review cycle:** Annually

**Last Review Date:** Sept 2021

**Next Review Date:** Sept 2022

**Staff responsible:** Davina Maroothynaden, Bursar

**Governor responsible:** Jeremy Lingard

**(This policy applies to the whole School including EYFS)**



## **ACCESSIBILITY PLAN: 2020-2025**

### **ETHOS AND AIMS**

Willington Prep School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on DfS guidance in "Accessible Schools: Planning to increase access to schools for disabled pupils", 2001 and 2010.

### **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.

### **PRINCIPLES**

The School seeks to ensure that compliance with the DDA is consistent with Willington School's aims and with our equal opportunities policy, and with the operation of our SEN policy. Willington recognises its duty under the DDA (as amended by the SENDA):

- a. Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- b. Not to treat disabled pupils less favourably
- c. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- d. To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Willington recognises and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality.



Willington seeks to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework:

- a. Setting suitable learning challenges
- b. Responding to pupils' diverse learning needs
- c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **ACTIVITIES**

### Education and Related Activities.

Willington School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### Physical Environment.

Willington School will seek to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

### Provision of Information.

The School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

## **LINKED POLICIES**

This Plan will contribute to the review and revision of related School policies, e.g.

- a. School Development plan
- b. SEN policy
- c. Curriculum policies.

## **PLANNING DUTIES – DEVELOPING OUR ACCESSIBILITY PLAN**

In order to develop our Accessibility Plan for 2020-2025 we will continue to explore:

- a. Increasing the extent to which disabled pupils can participate in the curriculum
- b. Improving the physical environment
- c. Improving the delivery of information to disabled pupils



- d. Sharing resources
- e. Develop co-education facilities

Increasing the extent to which disabled pupils participate in the curriculum will be achieved on a case by case basis by the School with SENCO, parents and external agencies collaborating to develop the best individual action plan and also by the SENCO training and raising the awareness of staff.

Improvement of the physical environment, access and lighting was incorporated into Phases 1, 2 and 3 of the building works carried out between Summer 2014 and Summer 2019 and will continue with the ongoing building project.

**ACCESSIBILITY AUDIT** \_\_\_\_\_

Feature	Description
No of Storeys	Currently 3 and a mezzanine level
Corridor Access	Corridor access is generally OK but there is no step free access to the Reception classrooms via the corridor.
Lift	Lift Installed in 2007 and serviced regularly
Parking	None on site
Ingress and Egress	Steps up to the front door. Disabled access at both ends of the building. Additional disabled access provided by Senior Playground.
Ramps	Reception classrooms, ramp access at rear of school. Ramp access to the Senior playground.
Toilets	Disabled Toilet opposite Headmaster’s Office.
Reception Area	Steps up to the front door. Disabled access at both ends of the building.
Internal Signage	Compact site reduce need for complex signage. Fire evacuation signage in each room.
Emergency Escape Routes	OK from Ground Floor all escape routes meet with building regulations



### IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Targets	Action and Resource Required	Timescale	Responsibility	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the changing needs of pupils as required. This includes – Ramps, Lifts, Corridor width, Disabled toilets and changing facilities. Move to co-ed.	Ongoing project over the next 5 years	Bursar/Estates Officer	Future Building projects meets CDM regulations



**IMPROVING ACCESS TO THE CURRICULUM**

Targets	Current Good Practice	Action and Resource Required	Responsibility	TimeScale	Evidence of Implementation
Increase access to the curriculum for pupils with a disability	We offer a differentiated curriculum for all pupils.	Learning walk. Planning Overview.	JT, LP, MP	Ongoing	
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Resources Audit	JT, LP, MP, KB	Ongoing	
	Curriculum resources include examples of people with disabilities.	Use of appropriate resources	Teachers	Ongoing	
	Curriculum progress is tracked for all pupils, including those with disabilities.	Assessment overview approved by KB.	JT, KB	Ongoing	
	Targets are set effectively and are appropriate for pupils with additional needs.	INSET	LP, MP, KB	Ongoing	
	The curriculum is reviewed regularly to ensure it meets the needs of all pupils	Review	JT	Ongoing	



**IMPROVING ACCESS TO INFORMATION**

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Improve the delivery of information to pupils with a disability	We use a range of methods to ensure information is accessible. This can include – Internal signage, Large print resources, Pictorial or symbolic representation, use of colour, Sign language	Improve external & internal door signage	DM, LW	Complete
		Review resources.	Teachers/Assistants	Ongoing
		Colour Blindness awareness.	LP, JT	
		INSET.		
		Sign language as part of PSHCEE.		

**Review period: Annual**

**Review by: Bursar**