



## **Accessibility Plan - 2022-2025**

**Review cycle:** Three Years

**Last Review Date:** June 2022

**Next Review Date:** June 2025

**Staff responsible:** SLT

**Committee responsible:** Main Board

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

(Willington School reserves the right to update all policies on a regular basis)



## ACCESSIBILITY PLAN: 2022-2025

This plan outlines how Willington Prep School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Governing board will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headmaster, Bursar, SENDCo and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.



## THE ACCESSIBILITY AUDIT

1. The governing board will arrange for a regular Accessibility Audit to be undertaken by the SLT.
  2. The audit will cover the following three areas:
    - Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
    - Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
    - Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 2a. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
  - Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - Visual disabilities – this includes those with visual impairments and sensitivities
  - Auditory disabilities – this includes those with hearing impairments and sensitivities
  - Comprehension – this includes hidden disabilities, such as autism and dyslexia
    - The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
    - All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and through agreed discussions with their parents.
    - The actions that will be undertaken are detailed in the following sections of this document.



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.
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	Fire evacuation signage in each room in larger font; Different signs are in different colours.
Emergency Escape Routes	Escape routes meet building regulations. Termly evacuation drills take place.



## LINKED POLICIES

This Plan will contribute to the review and revision of related School policies and procedures:

- a. [School Development Plan](#)
- b. [SEND and Learning Support policy](#)
- c. [Curriculum policy](#)
- d. [PSHCEE policy](#)
- e. [Relationships and Sex Education policy](#)



## Access to Curriculum – action plan

Target	Lead Staff	Timescales	Outcomes/Success Criteria	Complete
Learning aids to be produced Resources and information available to all staff to be built up on the SEND page of the staff hub to embed across the whole school	SENDCo	As required	Strategies and resources discussed at whole school INSET training (Apr 22) are available on the SEND page of the Staff Hub. made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupil needs.
Increase the support available for children's mental health wellbeing by introducing a trained ELSA and increasing provision each academic year., embedding the school counsellor provision, increasing the number of Mental Health champions in the school. The mental Health Lead to be an appointed stand alone position line managed by Deputy Head Pastoral	Deputy Head - Pastoral	As required	Currently there are 9 trained mental health champions. Embed ELSA into the school with a designated room and timetable for the member of Staff. School counsellor in place supporting pupils most in need and as agreed with their parents.	By July 2023 to increase the number of mental health champions to 15
Intervention training for academic staff	SENDCo	As required	Strategies and resources discussed at whole school INSET training (Apr 22) are available on the SEND page of the Staff Hub.	In line with current pupil needs.



Termly learning support meetings to take place to assess and address pupil needs (where required).	SENDCo	As required	Pupil needs are reviewed and addressed.	In line with current pupil needs.
Training for teachers on differentiating the curriculum for disabled children as required.	Headmaster	As required	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	ongoing
Staff trained to meet individual medical needs of pupils where applicable.	Bursar	Ongoing	Staff completed first aid training and the school has sufficient numbers of First Aiders across the school.	Administering Epi-pen training is complete.



## Access to the Physical Environment – action plan

Target	Lead Staff	Timescales	Outcomes/Success Criteria	Complete
Disabled access toilet for pupils	Bursar working with Education Property Consultants	Ongoing through school CapEx projects	One disabled access toilet on the ground floor. Toilets across the whole school will be refurbished with designated toilets for boys and girls.	First Floor by Summer 2023
Improving disabled access to the school	Bursar working with Education Property Consultants.	Ongoing	Lift, Corridor width suitable for disabled access. Disabled access to the reception classrooms via external gates when the school kitchen is moved inside.	Kitchen project to be completed by Summer 2025 when current planning permission for temporary kitchen ends.
Improve the current alarm and security systems to have both visual and auditory alarms and accessed using a card system.	Bursar working with Fire Specialist Consultants	Ongoing	Visual alarms fitted	
Improved access to classrooms	Bursar	Ongoing	Each classroom door to be fitted with fire door stops enabling doors to be kept safely opened.	Ground floor to be completed by Summer 2023. First floor to be completed by Summer 2024. Second floor to be completed by Summer 2025.





## Access to Information – action plan

Target	Lead Staff	Timescales	Outcomes/Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"><li>• Large print</li><li>• Braille</li><li>• Pictorial or symbolic representations</li><li>• Use of coloured papers</li></ul>	SENDCo	As required	Pupils have access to curriculum information and all other school information in a format that meets their needs	In line with current pupil needs
Ensure Health and Safety signage is suitable for non-readers, is clear and well situated.	Bursar	Ongoing	Pupils are able to navigate the school regardless of any disability	Ongoing

Review period: Three years or sooner if the school is refurbished or major changes to the curriculum

Review by: SLT