

ACCESSIBILITY PLAN

2023-24

Purpose of Plan

The purpose of this plan is to show how Polwhele House intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities, as well as how access can be improved for staff and visitors with disabilities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND policy and offer.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties senior management and the Managing Council have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Provision for break-outs or quiet times for pupils that may suffer with mental health issues such as anxiety, ADHD etc.
- Access to the Sensory Room (from January 2024)
- Permission to use assistive technology where appropriate
- Ensuring documentation is provided in an accessible format
- Differentiating tasks and delivery to take account of learning needs
- Considering the sensory aspects of each room to support the children who learn there
- Making provision for aids such as wobble cushions and sloping desks for those who need it
- Paying attention to the provisions advised by external professionals in supporting children with SEND
- Using non-white paper to support those for whom it is an advantage
- Considering the colour of board pens to support children who need support
- Provision of aids such as visual timetables and infographics where appropriate

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Phase 2 of the Year 9-11 provision includes the addition of a lift
- Where possible doorways wide enough to permit wheelchair access
- Provision in place for accessibility into sporting/PE lessons for less able students
- Access to playground areas are safe and clear
- Support as necessary to access rooms on higher floors or changing location of classrooms
- Access to the accessible toilet
- Access to shower facilities for hygiene reasons

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Handouts or lessons sheets will be provided in an accessible format, depending on the needs of the child
- Software and visual display equipment provided as necessary to aid access on computers
- Any information displayed at the front of the room to be available on a personal screen or on the desk in paper form
- Any advice from external professionals will be taken into account for each individual

Financial Planning and control

The head, school business manager and Finance and General Purposes Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Policies and procedures are reviewed in line with the Equality Act	Annual/bi-annual review of policies in line with the Act is undertaken	HM/CW/LTE	S/M	Yearly	
Staff are inducted and made aware of the protected characteristics within the Act	Induction policy covers a checklist which is signed to ensure the information has been read.				
Eliminate discrimination and other conduct prohibited by the Act	Polices and training in place through staff induction and to students through policies and PHSEE/Form time				
Advance equality of opportunity	Understanding and awareness of the Act. Training and policy in line with statutory information to raise awareness Admissions and recruitment policies.	HM/CW All staff	Ongoing		
Unconscious bias training	Staff on inset are requested to complete unconscious bias training to raise awareness of pre-disposed biases	HM/Staff	Ongoing		

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Adjustable desks to allow wheelchair access – science lab (phase 2, main house)	Purchase adjustable desks	HM/CW	L	When applicable	
Disabled parking	Purchase a disabled sign to place near the front door to create appropriate parking for any disabled pupil	CW	L	When applicable	
Access to classrooms	Undertake measuring of doorways in Pre-prep and prep school Access which room are currently compliant Create feasibility plan for any alterations Timetabling and movements to ensure access to curriculum	LTE	S M M L	End of year 2024	This will be carried out in stages, initially resulting in a feasibility plan/study for access.
Accessible toilet	Checks to ensure which toilets if any are currently accessible. Feasibility study for pre-prep and prep buildings for disabled toileting	CW	M/L		Checks and study can be created to understand work needed.

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Soft and hard playground areas are accessible via ramps/slopped ground	Ensuring these entrances and exits are kept clear Support over rough terrain on the field as necessary	Maintenance/ Duty Staff	Ongoing		
Sports and riding are accessible to all	Access with ramping when wet. Accessible riding.	Riding staff/CW	As required		

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Handouts and lessons sheets provided in an accessible format	Reference to Ed Psych/ other professional reports	VM	As it arises		
Consideration to accessible texts in school library	Reference to Ed Psych/ other professional reports	VM	M		
Access to curriculum for children with SEND	Training in SLD	VM	As required		
Ease of writing	Access to laptop or similar for lessons	VM	As required		
Ability to tolerate periods of sitting	Access to wobble cushion or sloping desktop as required	VM	As required		

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Advice and guidance will be provided in an accessible format for those who require it	Understanding of accessibility formatting Production of accessible documentation	HM/CW/LTE	M	Year end	
Staff aware of advice and guidance	INSET, notices, emails	HM/CW/LTE	S	Term end	