



ACCESSIBILITY POLICY

1 Introduction

The Special Education Needs and Disability Act (SENDA) defines a person with disability as a person who 'has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities'. A person with special needs is a person who has significantly greater difficulty in learning than the majority of pupils of his/her age.

St David's Prep does not wish to treat a pupil with a disability less favourably than other pupils nor to put a pupil with a disability at a considerable disadvantage in terms of admission or education. The school, however, does have a selective admissions policy.

St David's Prep has written this accessibility plan to take into consideration of the requirements of SENDA.

This plan is for the period June 2016 – May 2019.

The board will make available the financial and other resources necessary in order to implement the plan set out below.

2 Aims

St David's Prep aims to:

- increase the extent to which disabled pupils and pupils with special needs can participate in the school's curriculum;
- give consideration, when purchasing school textbooks, exercise books and schemes of work, to publications and software which benefit pupils of all abilities;
- look at ways 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 associated services provided or offered by the school;
- look at the benefits of group work for pupils with additional needs; and
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Pre-Prep (Little School) is wheelchair accessible as is the Studio (currently Year 6 classroom and music practice room) and The Cabin (used for before school care, group work, music and drama). There is wheelchair accessible toilets in the Studio. The Prep building itself is not wheelchair accessible throughout and the narrow staircase makes it difficult to install a stair lift because it would create a hazard for the majority of users of the stairs. The timetable and year group classrooms could be re-organised, however, so that lessons could take place in the upstairs part of the Junior School.

The school will make itself aware of local services, including those provided through the London Borough of Bromley, for providing information in alternative formats, such as large print, when needed or requested.

3 Specific Actions

The table below sets out the specific actions planned to achieve the above aims.


Where planned actions are specific to the need of an individual child, actions will be determined after taking into account the child's specific disabilities and any preferences expressed by the child and the child's parents/guardians.

Targets	Strategies	Timescale	Responsibility	Achieved
Physical Access				
To be aware of the accessibility needs of pupils, staff and visitors with disabilities	To create individual plans as required	As required	Site Supervisor	
To ensure that the Site Manager, Head Teacher and Director are aware of any accessibility issues	To undertake a site accessibility audit	January 2017	Site Supervisor	Completed March 2017
To ensure that reception area in main school building is accessible	(a)To check that outer door is wide enough for wheelchair access (b)To check that nothing is blocking the wheelchair access (c)To have an accessible doorbell outside so that a wheelchair user can make him/herself known to the Reception member of staff (d)To provide a portable ramp	September 2016	Site Supervisor	Completed
To maintain safe access for visually impaired pupils and adults	(a)To check that exterior lighting is working (b)To consider use of high-visibility paint in appropriate areas.	Weekly checks January 2017 (as part of accessibility audit)	Site Supervisor Site Supervisor	Completed and ongoing See Audit
To ensure that pupils and adults are in areas from which they can be evacuated safely	To be acted upon as required	When adults and children with disabilities are on the premises	Site Supervisor /All Staff	Ongoing

Targets	Strategies	Timescale	Responsibility	Achieved
Access to the Curriculum				
To ensure staff have training on any current disability issues	Discuss issues and needs at 'Before School' meetings	As required	Head Teacher	
To devise a plan to support pupils with hearing impairments	To liaise with London Borough of Bromley Hearing Impairment unit to provide suitable equipment for staff to use as required	Sept-17 or as required	SENDCO	
To devise a plan to support pupils with visual impairments	(a) To liaise with London Borough of Bromley specialists (b) To provide large-print resources and to activate the 'speech assistance' on any computing and smartboard devices used	Sept-17 or as required	SENDCO	
To devise a plan to support pupils with physical impairments	(a) To liaise with London Borough of Bromley specialists (b) Plan how to reorganise the curriculum using only accessible classrooms	Sept-17 or as required	SENDCO	
Access to Information				
To offer alternative forms of information, e.g. large print letters, as requested	To make parents aware that we offer this facility	As required	School Secretary	
To ensure that the school website is accessible, e.g. with the use of alternate text for all images	Regular checks by Wishford webmaster	September 2016 with new school website	Wishford Webmaster	

4 Approval & Review

This policy was approved by the Proprietor. It will be reviewed every two years or as necessary following a change in regulation.



Signed: Sam Antrobus
Chairman