



# ST DAVID'S PREP ACCESSIBILITY PLAN

## INTRODUCTION

### ETHOS

St David's actively grows young learners and leaders who are encouraged to promote the core values through their learning and every day experiences. St David's is a school that develops values and confidence in every pupil, to help to prepare them for life at and beyond school. This is done through a board and holistic education. All pupils should have an experience that includes a better understanding of their place with others and in the world, and their responsibility to the environment in which they live. This co-exists with a rigorous academic education, where hard work is seen as a core virtue.

Our core values are our strong sense of community, our community spirit, our respect and kindness for one another and our willingness to work hard and confidence, summarized in the qualities of our Language of Learning (perseverance, resilience, self-motivation, independence, curiosity, creativity, responsibility, respect and kindness, and reliability) pupils and their families of any or no faith. The school upholds Christian values, but welcomes pupils and their families of any or no faith.

The community of St David's is genuinely kind, supportive and caring. Everyone is encouraged to show compassion, care and respect for all members of the school community. The ethos of community extends beyond current pupils and staff, to include

Old Davidians, parents, the Wishford Group and all who have an attachment to St David's. St David's Prep is a safe, happy, caring, supportive and inclusive small school in which academic success and personal development are both fundamental to the education we provide.

### AIMS

- To provide the disciplined, respectful, safe and inclusive environment that allows the development of the academic, personal and social potential of each child
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative and curious to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

St David's Prep has written this accessibility plan to take into consideration the requirements of SENDA. In accordance with Schedule 10 of the Equality Act 2010, St David's is required to have a 3-year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school curriculum
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled)
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school

The Equality Act defines disability as follows: 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday 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.

We value the diversity of the school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life; we therefore seek to remove barriers to entry for pupils with special needs and/or disabilities.

**This plan is for the period September 2020 to August 2023 but will be reviewed to allow for any changes in legislation or guidance.**

## **CONTEXT**

As at 1<sup>st</sup> October 2020, St David's Prep has 15 pupils on the SEN register (Waves 2/3) who have a variety of individual needs:

Wave 3 (Enhanced support) 2 pupils with Speech and Language needs

Wave 2 (Integrated support) 13 pupils (Dyslexia and ASD tendencies and 1 medical need)

Wave 1 (Monitored in class support) 17 pupils

Currently have 3 pupils awaiting assessment (1- speech and language, 2- ASD)

All pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips.

We take a fully inclusive approach to staff recruitment and aim to appoint the best person based on their skill set and regardless of any disability they might have. We have 1 member of staff with medical needs (diabetes) and they are provided with the necessary support for their roles.

At Wishford schools, the management team of each individual school commits to:

- Review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- Make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- Prepare the school's disability inclusion, SEND and learning support policy
- Prepare the school's accessibility audit
- Review such plans and policies as necessary
- To ensure the plan is reviewed annually by a member of the Wishford board

## **ACCESS TO THE CURRICULUM and INFORMATION:**

The school prepares pupils for a variety of secondary school options at 11+, this includes the children who are receiving help from the Learning Support staff, including grammar schools, scholarships at independent schools and places at Bromley LEA schools. We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This would include any pupils with a statement and those for whom English is an additional language.

Providing all pupils with access to the curriculum is an ongoing and continuous process. Our plan for the next 3-year period is as follows:

<b>Short Term</b> <b>Sep 20- Sep 21</b>	<b>Medium Term</b> <b>Sep 2021 – Sep 2022</b>	<b>Long term</b> <b>Sep 2022 - Sep 2023</b>
<ul style="list-style-type: none"> <li>• <b>Covid 19 specific – monitor emotional needs of pupils and staff to ensure normal learning patterns are not being compromised</b></li> <li>• Wave 3 pupils to have Pupil Passports</li> <li>• To further develop a quiet reflection space in the rainbow garden area on the field to provide for pupils seeking calm</li> <li>• Arrange Metal Health First Aid Training for staff</li> <li>• Continue to develop and monitor speech and language interventions as advised for individual pupils receiving outside support</li> <li>• Staff to be signposted to information leaflets/ guides produced on individual needs</li> <li>• Wishford information leaflets to be included in induction pack for new staff and staff handbook</li> <li>• Provide accessible formats in teaching materials and tools</li> <li>• Ensure that coloured overlays/reading rulers are available to pupils</li> <li>• Apply for any Year 6 pupils who require extra time for SAT's or other external exams</li> </ul>	<ul style="list-style-type: none"> <li>• To do an audit of dyslexia and literacy support needs for September and how best to use the Learning Support Staff across Years 2-5 to meet these needs</li> <li>• Hold INSET training for all staff on dyslexia, autism etc</li> <li>• Explore possibility of use of laptops for SEND pupils in Years 5 &amp; 6 for some subjects alongside touch typing training</li> <li>• Consider more formal systems for tracking SEND children emotionally</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit curriculum planning and consider equality of opportunities for all pupils</li> <li>• SENDCO to keep up to date with changes in legislation and their effect on access to the curriculum for all pupils</li> <li>• Staff to be trained in additional needs as required</li> </ul>

## PHYSICAL ENVIRONMENT:

St David's Prep occupies six acres of extensive grounds in the heart of residential West Wickham. The majority of classrooms, the administrative, catering, dining and cloakroom facilities are all situated in the main school building which is on 3 levels. The school reception and Years 2 & 3 are accessed at street level, with one small step at the main entrance. Years 5 and 6 are accessed via a single deep step down. On the lower ground floor Year 1, the cloakroom, children's toilets and the multipurpose school hall are accessed via narrow staircases.

Pre-Reception and Reception classes are situated in a separate building at ground level accessed via its own entrance. There are steps down to access the play area at the rear of the EYFS building. Year 4 is in the building known as the Studio, which has wheelchair access and a single wheelchair accessible toilet. There is a separate cabin for music lessons which is accessed via a ramp. To get from these buildings to the main school building, pupils descend a series of steep steps. In the current configuration, the majority of our buildings are problematic to disabled access. We do, however, make every attempt we can to make reasonable adjustments for access.

<b>Short Term Sep 2020 – Sep 2021</b>	<b>Medium Term Sep 2021 - Sep 2022</b>	<b>Long Term Sep 2022 – Sep 2023</b>
<ul style="list-style-type: none"><li>To be aware of accessibility needs and create individual plans as required</li><li>To ensure appropriate specialist equipment and sensory aids are available for specific pupils and staff in response to need</li></ul>	In consultation with Wishford group personnel, any planning for future development or improvements to the school site and facilities will provide suitable disabled provision and increase accessibility for disabled pupils, staff and visitors into the school	

## MONITORING AND REVIEW

The SENDCO (currently AMH) will review the targets annually.