



RECORD OF REVIEW

DATE	AMENDMENTS
31.03.22	<ul style="list-style-type: none">Record of review sheet added
15/9/22	<ul style="list-style-type: none">Changes made to 3 year plan to reflect actions completed and further actions that need completing.Review of accessibility plan added as appendix to document.



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 broad 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 grow in confidence, summarized in the qualities of our Language of Learning (perseverance, resilience, self-motivation, independence, curiosity, creativity, responsibility, respect and kindness, and reliability).

AIMS OF THE ACCESSIBILITY PLAN

The school acknowledges its duty towards all in the community who have a special educational need or disability (SEND). Where pupils and prospective pupils are concerned, St David's Prep acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2021 (SENDA). In line with all pupils in the school our aim for pupils with special needs and disabilities is:

- 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:

- increasing the extent to which SEND pupils can participate in the school curriculum
- improving the provision of information to pupils with SEND (which is already in writing for pupils who are not disabled)
- improving the physical environment of the school in order to increase the extent to which SEND 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 September 2022, St David's Prep has 11 pupils on the SEN register (Waves 2/3) who have a variety of individual needs:

Wave 3 (Enhanced support) 1 pupil with visual impairment

Wave 2 (Integrated support) 10 pupils (Dyslexia, dyscalculia, ASD and ADHD)

Wave 1 (Monitored in class support) 12 pupils

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 2 members 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
- 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.

Access to information for children and adults in the school community can be adapted as appropriate to needs that arise. Where appropriate, advertisements will be printed in large font as well as key information. For students from overseas key information for parents and carers will be translated.

Providing all pupils with access to the curriculum is an ongoing and continuous process. A review of the accessibility plan actions is in Appendix 1.

Our plan for the next 3-year period is as follows:

Short Term Sep 2022 – Sep 2023	Medium Term Sep 2023 - Sep 2024	Long Term Sep 2024 -Sep 2025
<ul style="list-style-type: none"> • Ensure that staff have training for pupils with SEND • Provide training for staff in how to develop inclusion, equality and diversity teaching through story books • Order resources to support EDI teaching for classes and library • Maintain monitoring for pupils with SEND • Continue to use laptops for some pupils in prep school for some longer writing • Set up one page pupil profiles for pupils • Apply for any Year 6 pupils who require extra time for SAT's or other external exams (ongoing) • Revisit the curriculum overview and consider EDI teaching and equality of opportunities for all • SENDCo to keep up to date with changes in legislation and impact on pupils. • Develop touch typing for pupils in Prep school. • Support parents who need it with accessing information (currently a Ukrainian family use a translation app to support) 	<ul style="list-style-type: none"> • Revisit curriculum planning and consider equality of opportunities for all pupils • SENDCO to keep up to date with changes in legislation and their effect on access to the curriculum for all pupils • Staff to be trained in additional needs as required • Review PSHEE curriculum to ensure disability is taught effectively. • Ensure that recruitment is adhering to EDI principles • To review information available for parent/carers to ensure it is accessible. • 	<ul style="list-style-type: none"> • Invest in tools for aiding SEND pupils including assistive technology • Provide children with opportunities to meet with people with a variety of disabilities.

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 in on 3 levels. The school reception and Year 1 are accessed at street level, with one small step at the main entrance. Year 2 are accessed via a single deep step down. On the lower ground floor Year 4, 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. Years 3 are in the building known as the Studio, which has wheelchair access and a single wheelchair accessible toilet. Year 5 and 6 are located on the top of the field which is accessed via an uneven track. The building is accessed via steps and has a single adult and child 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 including that of a temporary nature.

Short Term Sep 2022 – Sep 2023	Medium Term Sep 2023 - Sep 2024	Long Term Sep 2024 – Sep 2025
<ul style="list-style-type: none"> • To be aware of accessibility needs and create individual plans as required (ongoing) • To ensure appropriate specialist equipment and sensory aids are available for specific pupils and staff in response to need (ongoing) • Updating of yellow lines where needed to support pupil with VI (ongoing) • 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 	<ul style="list-style-type: none"> • To improve signage around the school considering signage in different languages and ensuring that it is suitable for those with visual impairments. • When new equipment is purchased consider its suitability for pupils with SEND and ensure that every effort is made to purchase equipment that best meets the needs of these pupils. • Ensure that there is a bank of resources for SEND pupils to use as required – writing slopes, footrests, fidget aids, coloured paper etc 	<ul style="list-style-type: none"> • Identify any further areas where improvements to accessibility of the site can be made and action as appropriate.

MONITORING AND REVIEW

The SENDCO (currently AMH) is responsible for reviewing the targets in conjunction with members of the senior leadership team.

Reviewed: September 2022

Next review: September 2023

Appendix 1 – Review of Accessibility action plans

Review of Curriculum Related Accessibility plan actions (Sept 2022)

<p>Short Term Sep 20- Sep 21</p>	<p>Medium Term Sep 2021 – Sep 2022</p>	<p>Long term Sep 2022 - Sep 2023</p>
<ul style="list-style-type: none"> • Covid 19 specific – monitor emotional needs of pupils and staff to ensure normal learning patterns are not being compromised • Wave 3 pupils to have Pupil Passports (May 2021, and some wave 2 pupils have pupil passports) • To further develop a quiet reflection space in the rainbow garden area on the field to provide for pupils seeking calm (summer 2021) • Arrange Mental Health First Aid Training for staff (October 2020) • Continue to develop and monitor speech and language interventions as advised for individual pupils receiving outside support (throughout the year) • Ensure that coloured overlays/reading rulers are available to pupils (completed as required) • Apply for any Year 6 pupils who require extra time for SAT's or other external exams (SATS not held in 2021, annual as necessary) 	<ul style="list-style-type: none"> • 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 (children with literacy needs identified and TA/SENDCo support given) • Hold INSET training for all staff on dyslexia, autism etc (training held on dyslexia summer 2022 ASD to follow in Autumn 2022) • Explore possibility of use of laptops for SEND pupils in Years 5 & 6 for some subjects alongside touch typing training (children using laptops for writing and other areas) Develop touch typing skills further • Consider more formal systems for tracking SEND children emotionally (INCaS track attitudes, others options looked at but not sure if cost would give anything more) • Staff to be signposted to information leaflets/ guides produced on individual needs (In SEN folders for each class) • Wishford information leaflets to be included in induction pack for new staff and staff handbook • Provide accessible formats in teaching materials and tools (ongoing but completed) • Apply for any Year 6 pupils who require extra time for 	<ul style="list-style-type: none"> • Revisit curriculum planning and consider equality of opportunities for all pupils • SENDCO to keep up to date with changes in legislation and their effect on access to the curriculum for all pupils • Staff to be trained in additional needs as required

	SAT's or other external exams (annual as necessary)	
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Review of Physical Environment Accessibility Audit (Sept 2022)

Short Term Sep 2020 – Sep 2021	Medium Term Sep 2021 - Sep 2022	Long Term Sep 2022 – Sep 2023
<ul style="list-style-type: none"> To be aware of accessibility needs and create individual plans as required (ongoing, actions completed in summer 2021) To ensure appropriate specialist equipment and sensory aids are available for specific pupils and staff in response to need (ongoing, items ordered, seat wedges, fidget aids, pencil grips etc) 	<ul style="list-style-type: none"> Yellow lines added to steps in EYFS building and steps down to main building to provide support for VI pupil in Reception. (Sept 2021, updated throughout year as required) 	<ul style="list-style-type: none"> 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

Green indicates action completed, red still to complete.