

# Accessibility plan



Date of Last Review:	April 2023
Staff member responsible for this policy:	Ms Sally Norris
Date shared with all staff:	September 2023
Date of next review:	April 2026

## Accessibility plan

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## Accessibility plan

### I. Aims

St Olave's is fully committed to ensuring that the application of this plan is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability and St Olave's Prep School seeks to implement this policy through adherence to the procedures set out in this document.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Olave's Prep School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. St Olave's Prep School will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Establish close working partnerships for children with medical needs.</p> <p>Ensure full access to the curriculum for all children.</p> <p>Provide support to enable those with disabilities to participate in clubs and trips.</p> <p>Introduce Therapeutic classrooms to enable all pupils access to wellbeing resources and strategies within classrooms</p>	<p>School to develop strong links with parents and medical professionals. Staff trained in medical conditions.</p> <p>Make effective links with local service providers (e.g. Greenwich STEPS, ASD Outreach) for CPD needs (all staff) and advice. Provide an adapted curriculum to meet individual needs.</p> <p>Club providers (external visitors/workshop providers) are aware of the needs of all children. Provision for 1:1 support considered where appropriate. School trips to be inclusive of all children.</p> <p>Upper School Classrooms to be designed and new furniture purchased and installed Training for staff on TPC</p>	<p>Deputy Headteacher/ SENCO</p> <p>SENCO</p> <p>SENCO All staff organising trips</p> <p>CH/SN</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept 24</p>	<p>Children’s medical needs are effectively supported in school through detailed care plans.</p> <p>Children with individual needs are making good progress.</p> <p>Children, staff or community members are able to attend all offered activities &amp; trips whether able bodied or disabled.</p> <p>All Upper School classrooms with be ‘Therapeutic’ classrooms.</p>

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<p><b>Improve and maintain access to the physical environment</b></p>	<p>The school will: ensure that any new builds made on school grounds adhere to the appropriate guidelines make any reasonable adjustments to ensure that full access is possible, i.e should a wheelchair user visit the school, the next door parking bay is made available and that access through our side door is possible any pupils that are wheelchair users are educated within classrooms that are accessible e.g. the EYFS building or Parkview both of which are accessible and contain disabled toilets</p>	<p>New Front Doors will make access to the main building more accessible</p>	<p>New doors to be sourced and installed</p> <p>Engage an external specialist to conduct an in-depth audit of the school's physical environment, identifying areas that may pose challenges for learners with disabilities or mobility issues.</p> <p>Based on the findings of the accessibility audit, update the Accessibility plan outlining the necessary adaptations, modifications, and improvements required to ensure accessibility for all learners. This plan should be comprehensive, covering all areas of the school premises, including classrooms, corridors, toilets, playgrounds, and other facilities.</p>	<p>SB/CH</p>	<p>July 2024</p>	<p>New doors are installed</p> <p>Completion of the Accessibility Plan: All actions outlined in the Accessibility Plan should be implemented within the specified timeframe.</p> <p>Increased accessibility: Evaluation of the physical environment should demonstrate tangible improvements in accessibility, ensuring that learners with disabilities or mobility challenges can navigate the school premises independently and safely.</p>
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## Accessibility plan

			<p>Allocate sufficient financial and human resources to implement the actions outlined in the Accessibility Plan. This may involve budgetary adjustments, seeking external funding, or reallocating existing resources.</p> <p>Determine the order in which adaptations and modifications will be implemented, giving priority to areas that have the greatest impact on learners' access to education. Consider starting with high-traffic areas, classrooms, and facilities frequently used by learners with disabilities.</p> <p>Collaborate with parents, learners, staff members, and external agencies specialising in accessibility to gather insights, feedback, and suggestions for improving access to the physical environment. Encourage open communication and involve stakeholders in decision-making processes.</p>			<p>Positive feedback from stakeholders: Regular feedback from parents, learners, and staff members should indicate increased satisfaction with the school's efforts to improve access to the physical environment. This feedback can be gathered through surveys, focus groups, or informal discussions.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<p>Offer training and professional development opportunities for all staff members to enhance their understanding of accessibility issues and equip them with the knowledge and skills to support learners with disabilities or mobility challenges. This training should focus on inclusive teaching practices, assistive technologies, and strategies for creating accessible learning environments.</p>			

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Pictorial or symbolic representations</li> <li>● Internal signage</li> </ul>	<p>Ensure that all children and parents are able to access information from the school in an appropriate and accessible format.</p>	<p>Feedback on work is to be given in verbal or written feedback according to the age and ability of the child.</p> <p>Communication to parents with English as an additional language in home language where required.</p> <p>Resources, including human resources, are to be deployed effectively to gain maximum benefit for the children.</p> <p>Appropriate targets are to be set with each child in SEN Learning Support Plans.</p> <p>Provide access to and seek advice from outside agencies as required.</p>	<p>Class teachers</p> <p>Office Staff</p> <p>Headteacher</p> <p>SENCO</p> <p>SENCO Inclusion Manager</p>	<p>Daily</p> <p>Ongoing</p> <p>Reviewed termly</p> <p>Reviewed termly</p> <p>Ongoing</p>	<p>All children and parents are able to access information from the school in an appropriate and accessible format.</p>

## Accessibility plan

### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENCO.

It will be approved by the Board of Trustees.

### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equal Opportunities policy
- SEND policy
- Supporting pupils with medical conditions policy