

Accessibility Plan 2018-2021

The Study Independent School and Nursery

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**Guidance on accessibility plans**

The Equality Act 2010 (Act) requires the responsible body of a school to produce and implement written accessibility plans every three years. New schools must have an Accessibility Plan in place one month after opening. The plan must be kept under review during the period to which it relates and revised as necessary. An Accessibility Plan needs to contain strategies for:

* increasing the extent to which disabled pupils can participate in the school curriculum;
* improving 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 benefits, facilities or services provided or offered by the school; and
* improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery of such information will be made in a reasonable time and after taking into account disabled pupils' disabilities and preferences expressed by them and their parents.

Schools are not currently required to make physical alterations to the fabric of the school in order to meet the needs of disabled pupils. However, they are required to take reasonable steps to address physical features where they affect disabled members of the public. Further requirements may be phased in and it therefore makes sense to include plans for improving physical facilities for disabled pupils and members of the public as part of ongoing refurbishment and improvement programmes.

The Act recognises that there may be problems with implementing plans. Schools are required to take reasonable steps. It is important to demonstrate a clear process of decision-making. Discussions of issues and options should be recorded with detailed reasons for decisions so that if there is a later challenge, the school can demonstrate reasonableness.

1. Aims
   1. This is the accessibility plan of The Study School
   2. The aims of this accessibility plan are to set out the School's plans for:
      1. increasing the extent to which disabled pupils can participate in the School's curriculum;
      2. improving 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 benefits, facilities or services provided or offered by the School; and
      3. improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
2. Scope and application
   1. This accessibility plan applies to the whole School including the Early Years Foundation Stage (EYFS).
   2. This accessibility plan covers the three-year period from 2018 to 2021.
3. Regulatory framework
   1. This accessibility plan has been prepared to meet the School's responsibilities under:
      1. Equality Act 2010;
      2. Education (Independent School Standards) Regulations 2014;
      3. Statutory framework for the Early Years Foundation Stage (DfE, March 2017);
      4. Education and Skills Act 2008;
      5. Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
      6. Childcare Act 2006.
   2. This accessibility plan has regard to the following guidance and advice:
      1. [The Equality Act 2010 and schools (DfE, May 2014)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf);
      2. [What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014)](https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_schools.pdf).
   3. The following School policies, procedures and resource materials are relevant to this accessibility plan:
      1. equal opportunities policy;
      2. policy on special educational needs and learning difficulties;
      3. risk assessment policy for pupil welfare;
      4. health and safety policy;
      5. admissions policy;
      6. prospectus
4. Publication and availability
   1. This accessibility plan is published on the School website.
   2. This accessibility plan is available in hard copy on request.
   3. A copy of this accessibility plan is available for inspection from our office during the School day.
   4. This accessibility plan can be made available in large print or other accessible format if required.
5. Definitions
   1. Where the following words or phrases are used in this policy:
      1. References to working days mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.
6. Responsibility statement and allocation of tasks
   1. The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.
   2. To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

| Task | Allocated to | When / frequency of review |
| --- | --- | --- |
| Keeping the accessibility plan up to date and compliant with the law and best practice | Head Teacher | As required, and at least annually |
| Monitoring the implementation of this accessibility plan, relevant risk assessments and any action taken in response and evaluating effectiveness | Head Teacher | As required, and at least annually |
| Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR | Head Teacher | As required, and at least annually |
| Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan | Head Teacher | As required, and at least annually |
| Formal annual review | Proprietor | Annually |

1. Increasing accessibility
   1. The School plans, over time, to improve and increase the accessibility of provision in the following areas:
      1. the extent to which disabled pupils can participate in the school curriculum;
      2. the physical environment of the School to increase access to education by disabled pupils; and
      3. the delivery of information to pupils, staff, parents and visitors with disabilities.
   2. Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.
   3. There will be a full review of the accessibility plan on September 2021 when a new accessibility plan will be produced to cover the next three years.
2. Welcoming and preparing for disabled pupils
   1. Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
   2. Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.
   3. In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
   4. In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.
3. Training
   1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
   2. The level and frequency of training depends on role of the individual member of staff.
   3. The School maintains written records of all staff training.
4. Record keeping
   1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
   2. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.  This includes the School's [• data protection policy and information security policy].
5. Version control

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| --- | --- |
| Date of adoption of this plan | September 2018 |
| Date of last review of this plan | September 2020 |
| Date for next review of this plan | September 2021 |
| Plan owner | SLT |
| Plan owner | Proprietor |

**Increasing the extent to which disabled pupils –and those with additional needs - can participate in the school curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Targets | Strategies | Outcome | Time frame | Goals achieved |
| Short term | Enable staff to increase their knowledge and understanding of needs of disabled pupils. | Training of staff. | Staff confidence in providing appropriate teaching and support for disabled pupils. | Flexible approach to disabled pupils. | Success of disabled pupils in examinations. |
| Short term | To provide children with additional needs with a space that is adequate to have extra 1:1 or small group sessions | Re-model and develop the rabbit hole to provide an adequate space | Pupils who struggle to access the curriculum can have an adequate space to work in | 2019 |  |
| Medium term | Curriculum review to ensure that it is inclusive (Inclusion means embracing all pupils irrespective of race, gender, disability, medical or other needs) | Subject leaders to think about inclusion when reviewing planning | Disabled pupils feel included in the curriculum | Flexible | The Study School promotes diversity and inclusion through the curriculum |
| Medium term | Day and residential trips are researched and adequately provide a curriculum that is accessible for all. | Review our current trips and make sure that they are adequately prepared in the event of a disabled child partaking | Disabled pupils can participate in all areas of the curriculum, including outdoor activities | Flexible approach to disabled pupils. |  |
| Long term |  |  |  |  |  |

## Key points to consider when completing this table:

* do teachers have the necessary training to teach and support disabled pupils?
* are classrooms optimally organised for disabled pupils?
* are lessons responsive to pupil diversity?
* do lessons involve work to be done by individuals, pairs, groups, whole class?
* do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
* do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
* do you provide access to computer technology appropriate for pupils with disabilities?
* are there high expectations of all pupils?
* do staff seek to remove all barriers to learning and participation?

**Improving the physical environment of the school to increase access to education by disabled pupils**

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| --- | --- | --- | --- | --- | --- |
|  | Targets | Strategies | Outcome | Time frame | Goals achieved |
| Short term | Enable disabled pupils and visitors to access the ground floor of the School building. | Obtain consents to modifications.  Build at least one ramp and handrail. | Minimum of one accessible entrance. |  | Improved access to ground floor. |
| Long term | Provide access to upper storey classrooms if at all practicable. | Research and cost lift / staircase. | Ability of disabled pupils to access all areas of the School. |  | Improved access to educational facilities. |

## Key points to consider when completing this table:

* does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common rooms allow access for all pupils?
* can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
* are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?
* are emergency and evacuation systems set up to inform all pupils, including pupils with special educational needs (SEN) and disability; including alarms with both visual and auditory components?
* are non-visual guides used, to assist people to use buildings?
* could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
* are areas to which pupils should have access well lit?
* are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
* is furniture and equipment selected, adjusted and located appropriately?

**Improving the delivery of information to disabled pupils**

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|  | Targets | Strategies | Outcome | Time frame | Goals achieved |
| Short term | Ensuring availability of written material in alternative formats. | Research sources of alternative formats including costings. | If needed, the School could provide written information on alternative formats. |  | Delivery of information to disabled pupils is improved. |
| Medium term | Ensuring that the school’s delivery of information (classdojo / newsletters/ policies) are available in a variety of formats | Research into braille printing and assistive technology | Parents and pupils can access information in a user-friendly manner. |  | Delivery of information to disabled pupils and parents is improved. |
| Long term |  |  |  |  |  |

## Key points to consider when completing this table:

* do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
* do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
* do you have the facilities such as ICT to produce written information in different formats?
* do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

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| --- | --- |
| Reviewed by | SLT |
| Date reviewed | January 2018 |