

Including Sandford, our Early Years Foundation Stage provision

Accessibility Plan

Authorised by	resolution of the Board of Governors
Date	Autumn 2010
Reviewed	Autumn 2014
	Spring 2016
	September 2017 (1-0-1)

Introduction

The Equality Act 2010 ("the Act") requires the responsible body of a school to produce, implement, review and, if necessary, revise a written Accessibility Plans. An Accessibility Plan is a plan for:

- increasing the extent to which disabled pupils can **participate in the school curriculum**
- improving the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and benefits and associated services or facilities 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.

Aims of the Accessibility Plan

St Gabriel's acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability, and the Governing body has regard to the need to allocate adequate resources to effect the implementation of the plan.

St. Gabriel's is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. St Gabriel's is further committed to challenging attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

1. St Gabriel's is a selective school and admission to the school depends upon a prospective pupil meeting the criteria required to maintain and where possible, improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must therefore be reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will enjoy a complete, happy and successful school career.
2. St Gabriel's is a school registered as having a religious character.
3. Extra-curricular activities are a central part of St Gabriel's philosophy.

Including Sandford, our Early Years Foundation Stage provision

4. St Gabriel's asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents are requested to give further detailed information about their child.
5. In assessing any prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
6. Where it is possible to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at St Gabriel's and to satisfy the admissions criteria outlined in 1 above, the school is committed to providing those reasonable adjustments.
7. Where the school agrees to provide additional services, beyond those assessed as reasonable, or for children who are not disabled, parents will be charged for this service at a level that reasonably reflects the cost to the school for providing that service. Details of costs will be provided in writing.
8. This Plan and any other documents can be made available in large print or other accessible formats if required.

Background to the Accessibility Plan

The school's layout and facilities

One of the obvious problems that the school has, in common with many other schools, is its lay-out which covers a wide area and consists of many separate and some historic and even listed buildings, two or three stories high and without lifts.

Another problem, again common to many schools, is the system, particularly in the Senior School, of having specialised facilities and classrooms in a fixed position for each subject. This requires pupils to go from classroom to classroom, often up narrow staircases in buildings with limited access.

Wherever possible, the school will make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend more accessible parts of the school.

Accessibility Plan - see Appendix A

The school will review this plan on an annual basis to monitor and evaluate the effectiveness of action taken and to set relevant targets for the next school year. The school will log all reasonable adjustments and it will be available to interested parties.

Change History	
September 2017 (1-0-1)	Formatting and error correction

Including Sandleford, our Early Years Foundation Stage provision

Including Sandleford, our Early Years Foundation Stage provision

APPENDIX A - Accessibility Plan

Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence in all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods.	On-going and as required	SENCO, Exec	Raised staff confident in strategies for differentiation and increased pupil participation
All staff aware of disabled children's curriculum needs	Set up system of individual access plans where required. Information sharing with agencies involved with the child and parents. Information to be added to MIS.	As required	SENCO, Matron	All staff aware of needs
Use ICT software to support learning	Use of ipads from Junior to Senior school Software enabling dyslexia pupils to record work recommended	As required	SENCO, Exec	Pupils use ipads and appropriate apps to aid recording/learning. Dyslexic pupils able to record work alongside peers in class, exams and homework commensurate with their ability.
Educational visits accessible to all	Develop guidance for staff on making trips accessible. Check each venue is vetted for appropriateness.	As required	SENCO, Educational Visits Co-ordinator	All pupils able to access all educational visits and take part in a range of activities.
PE curriculum accessible to all	Gather information on accessible PE and disability sports.	As required	Director of Sport	All pupils have access to PE.

Including Sandleford, our Early Years Foundation Stage provision

Target	Strategies	Timescale	Responsibility	Success Criteria
Pupils can access appropriate classrooms and facilities	<p>Where practicable pupils with a relevant disability will be accommodated in :</p> <ul style="list-style-type: none"> ground floor classrooms where a lift is not available; classrooms that are most convenient for physical access; <p>Where practicable pupils with a relevant disability will be prioritised in the time table with regard to accessible room allocations.</p>	As required	Timetabling	Pupils are accommodated in accessible rooms.
Annual review of reasonable adjustments	Undertake a review in the spring term of each year to assess the reasonable adjustments required for disabled pupils enrolled for the following September.	Annually	Bursar, SENCO	Appropriate reasonable adjustments are made in time for the new academic year for disabled pupils.

Physical Environment

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Consider access requirement (including attendance at interview, entrance exams, etc.) during recruitment process.	As required	Registrar (pupils) HR Advisor (staff) All (visitors)	Applicants are able to attend interviews and recruitment days.
All public and key teaching areas are accessible to	Where practicable, consider the needs of disabled pupils, parents/carers or visitors when re-designing existing buildings or constructing new buildings.	On-going	Bursar/Site Manager	Re-designed and new buildings are accessible by all.

Including Sandleford, our Early Years Foundation Stage provision

Target	Strategies	Timescale	Responsibility	Success Criteria
all pupils and visitors	Investigate areas where stepped entrances to buildings can, where practicable, be replaced with access ramps.	2016		
	Provide an accessible ramp from the Junior House to the new reception playground in front of the house.	2016		
Disabled people can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEP's) for relevant pupils and staff.	As required	SENCO (pupils) HR Advisor (staff)	All disabled pupils and staff can be safely evacuated.
	Undertake an annual fire risk assessment and, where necessary, update the fire evacuation plan.	Annually	Bursar	
Disabled people can access key external areas of the School	Where practicable, provide a firm surface to external pathways around the school buildings.	On-going	Bursar/Site Manager	Disabled people can move around the key external areas.
IT equipment to be suitable for all pupils and staff.	All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and where practicable the purchase new equipment that meets the needs of such pupils in a better way than the existing equipment it replaces. Provision of sufficient laptops for those pupils who require them for examinations if this is their normal method of working.	On-going, as required	Bursar/Exec	IT equipment available to meet the needs of pupils and staff.

Including Sandleford, our Early Years Foundation Stage provision

Delivery of Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Provide information in an accessible format	Provide information and letters in simple English	On-going	School Office	All parents receive information in a format they can access.
	Update the parent contract to be in simple English (based on the ISBA model contract).	2016	Bursar	
	Documents to be available in large print on request.	As required	School Office/ Registrar	
	The Registrar and/or School Office will support parents in completing school forms where necessary.	As required	School Office/ Registrar	
Improve the delivery of information in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	School Office	Pupils with a visual impairment have access to material in a format that meets their needs.
	Where practicable, replace projectors and speakers on a 5 year rolling basis to improve quality of audio/visuals.	On-going	Bursar	
All staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible formats.	On-going	SENCO	Staff produce their own information.