



ASHLEY MANOR PREPARATORY SCHOOL

Accessibility Policy including EYFS

Schedule for Development / Monitoring / Review

Author:	Preparatory SENCO
Approved:	Autumn 23
The implementation of this policy will be monitored by:	LMT
Review Date:	Autumn 24
Should serious incidents take place, the following person/s should be informed:	Head of Prep School Deputy Head Nursery Manager SENCO
THIS POLICY APPLIES TO THE PREPARATORY SCHOOL INCLUDING EYFS	

Policy Statement and Rationale

Under the Equality Act 2010 Schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Ashley Manor Preparatory School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Code of Practice 2015 and its need to comply with The Equality Act of 2010. The effect of the law is the same as in the past, meaning that

“Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and*
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for Schools. The Plan must be reviewed every three years and approved by the Head. At Ashley Manor Preparatory School, the review process can be delegated to an individual, LMT or the Head.

Implementation and Procedures

1. Ethos and Awareness Raising

- 1.1 At Ashley Manor Preparatory School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 1.2 The Ashley Manor Preparatory School Accessibility Plan has been developed and drawn up based upon guidance in Schedule 10 of the Equality Act. The document will be used to advise other School planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three- year period ahead of the next review date.

We understand that the School's activity will be accountable to the requirements of the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) as well as the statutory guidance set out in Keeping Children Safe in Education (KCSIE September 2023) and will advise upon the compliance with that duty.

2. Admissions

2.2 Admissions including EYFS

Ashley Manor Preparatory School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School.

The selection process for admissions is as stated in the Admissions Policy and a section on the School's application/admissions form gives the opportunity to identify areas of concern that may affect learning. There is also a section that gives the opportunity to state whether special arrangements are needed for entrance assessment. Parents may communicate concerns and background information by telephone, email, in writing or in person. This information will be treated in confidence and given to the SENCO to support the child's admission assessment.

Meetings can be held with the parents of prospective pupils to discuss how the entrance assessment can be taken without the child being at a disadvantage. Every effort will be made to make appropriate arrangements.

Information on all prospective pupils is sought from relevant Early Years' establishments or Schools and used to support the application to the School so that documentation and information from organisations including, but not exhaustively, Gloucestershire School Health Service, Speech Therapy, Psychology service, Child and Adult Mental Health Service (CAMHS) and other relevant professional bodies will be used to support an application to the School. At the earliest opportunity, Ashley Manor Preparatory School advises parents of the reasonable adjustments the School can make based upon the information given and advice received, to enable a prospective pupil to satisfy the admissions criteria. The School is committed to applying its best endeavours to making these reasonable adjustments in consultation with parents. In essence however, the School will only wish to admit pupils who it believes will thrive within the context of the School.

3. **Accessibility**

The Ashley Manor Preparatory School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disability; (If a School fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the School such as participation in after-School clubs, leisure and cultural activities or School visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the **physical environment** of the School, adding specialist facilities as necessary – this covers;
 - a. Improvement to the physical environment of the School and physical aids to access education within a reasonable timeframe where appropriate;
 - b. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities: examples might include hand-outs, timetables, textbooks and information about the School and School events; the information must be made available in various preferred formats within a reasonable timeframe.

4. **Curriculum**

There are areas of the curriculum to which Ashley Manor Preparatory School recognises disabled pupils have limited or no access. Some areas of the curriculum present challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Ashley Manor Preparatory School is also aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the School's policies and procedures, written and unwritten. Where possible, Ashley Manor Preparatory School will make reasonable adjustments to remove these barriers, whilst remaining compliant with other linked policies.

5. **Access Audit**

1. The School is housed in a combination of older buildings, which are listed, and numerous purpose built newer dwellings. The Kindergarten building has a ramp for wheelchair users and a wheelchair accessible toilet. The Sports Hall and Pre-Prep block can be accessed by a pedestrian path.
2. The older buildings are on three floors and there is no lift.
St. Edward's will make reasonable adjustments and physical alterations to its buildings where practicable. A pupil with restricted mobility may be unable to access some of the educational (Music Room) and recreational facilities the School has to offer. Classrooms, classroom resources and the School environment will be developed and enhanced in line with guidance from the British Dyslexia Association.
3. There are disabled toilet facilities available.

4. The School has internal emergency signage and escape routes are clearly marked.

6. Monitoring and Evaluation

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Whole School Training will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

7. Reference to Other Policies

This Accessibility Plan should be read in conjunction with the following School policies, strategies and documents:

- Behaviour Rewards and Sanctions Policy
- Admissions Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Development Plan
- Individual Learning Policy
- Safeguarding Policy
- Keeping Children Safe in Education (KCSIE) September 2023

	Targets	Strategies	Timescale	Responsibilities	Cost	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 24 and to review current admission list for September 2023	To identify pupils who may need additional or different provision from the year before	Sept 2023/2024	Head Head of EYFS	N/A	Procedures/equipment /ideas sustained and/or set in place by Sept 2024.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Head Subject Leaders LMT	N/A	All policies clearly reflect inclusive practice and procedure
	To establish and maintain close liaison with parents	To ensure collaboration and sharing between School and families.	Ongoing	Head All Teachers	N/A	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel.	Ongoing	Head & Deputy Head (Pastoral Care) TAs Outside agencies SENCo All teachers	INSET CONSULTANCY- £2000 OWL Centre: providers of specialist support services	Clear collaborative working approach St John's First Aid training completed for relevant staff

	<p>To ensure full access to the curriculum for all children.</p>	<p>CPD for staff and A differentiated curriculum with alternatives offered. SEN/EAL Pupil Passports updated annually and shared with all staff. Staff share with parents at parent meetings. SEN/EAL Action Plans updated 1/2 termly and shared with all staff and parents.</p> <p>A range of support staff, including trained teaching assistants (Use of TA's to be assessed termly to promote inclusive provision)</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment</p> <p>Specific equipment sourced to support individual pupil needs</p>	<p>Ongoing</p>	<p>Teachers</p> <p>SENCO</p> <p>External specialists</p> <p>Subject Leaders</p>	<p>WITHIN SCHOOL BUDGET</p> <p>Laptop - £650</p> <p>Online learning resource EAL: £350 per year Online learning resource literacy: £400</p> <p>iPAD APPS: £50/year</p>	<p>Advice taken and strategies evident on Pupil Passport</p> <p>Pupil progress is at least in line with chronological age</p> <p>Classroom practice.</p> <p>Children with identified Individual Learning needs are supported and are accessing curriculum.</p> <p>Children with identified Individual Learning needs (SEN / EAL) are making progress that closes the learning gap.</p> <p>Children with Individual Learning needs requiring additional equipment are provided with that equipment</p>
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Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the School curriculum.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the School community for pupils, and prospective pupils, with a disability.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Cost	Success Criteria
MEDIUM TERM	To finely review attainment of all pupils, including pupils with Individual Learning needs.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>SEN / EAL pupil's progress monitored to assess impact of provision.</p> <p>Regular liaison with parents formally at parent's evening and informally as required.</p>	Termly	Class teachers SENCO Deputy Head Subject Leaders	<p>NGRT / BSTS <> £5/ CHILD IN JANUARY</p> <p>Dyslexia Screening test £150</p>	<p>Pupils make progress that is closing the attainment gap.</p> <p>Pupils attain in line with cognitive profile.</p> <p>Pupil Passports are supporting and informing quality teaching.</p> <p>Parents and Pupils are contributing to the development and updating of Pupil Passports at formal parent meetings and/or through informal meetings.</p> <p>Where pupil progress is unsatisfactory, the Ashley Manor Prep School Path of Graduated Provision is clearly presented and encouraged for parents.</p>

	<p>To monitor attainment of Gifted and Talented pupils</p>	<p>Policy and G&T list to be updated</p> <p>Differentiation in all subjects in order to suitably challenge more able children</p> <p>Academic Extension Clubs offered</p> <p>Regular opportunities given for pupils to represent the school at local, regional and national levels.</p>	<p>Ongoing Annually</p>	<p>LMT</p> <p>Class Teachers</p> <p>Subject Leaders</p>	<p>WITHIN SCHOOL ASSESSMENT BUDGET</p>	<p>Gifted and Talented children making proportionate progress representing positive value added.</p> <p>Achieving results in keeping with cognitive profile.</p> <p>Where pupil progress is unsatisfactory, the Ashley Manor Prep Schol Path of Graduated Provision is clearly presented and encouraged for parents.</p>
	<p>To promote the involvement of Pupils with Individual Learning Needs (SEN/EAL) and/or disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the School uses its best endeavours to provide full access to all aspects of the curriculum by providing (where appropriate or practicable)</p> <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable pupils with Individual Learning needs to participate successfully in lessons. • Creating positive images of disability within the School so that pupils grow into adults who have some understanding of the needs of disabled people. • Sustaining positive links and involvement with National Star College. • Class teachers aware of 	<p>Ongoing</p>	<p>Whole School approach</p> <p>Head of Boys Games link to Star College</p> <p>SENCo</p>	<p>TRANSPORT: £500</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the School.</p> <p>Disabled access to Manor House through Bursary fire door.</p> <p>Disabled parking is available to facilitate ease of access.</p>

		individual pupil need through Pupil Passport and differentiation is evident through planning, activity, and discussions appropriately.				Academic resources are available to support learning opportunities for all pupils.
LONG TERM	Targets	Strategies	Timescale	Responsibilities		Success Criteria
	To evaluate and review the above short- and long-term targets annually.	See above	Annually	LMT Core curriculum coordinators	N/A	All children making good progress.
	To deliver findings to the Head.	Present to the Head	Annually	Head SENCo	N/A	Head fully informed about SEN provision and progress of Accessibility Action Plan

Aim 2: To improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	COST	Success Criteria
SHORT TERM	Improve physical environment of School	The School takes into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Head LMT	Maintenance budget	Enabling needs to be met where possible. Developing and improving access when opportunity arises (example 2018: carpark development). Signage directing wheelchair access remains up to date and clear at Disabled parking bays and at entrance to Manor House
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting activity/role play areas where appropriate.	Ongoing	Teaching and non-teaching staff	N/A	Lively and inviting environment maintained.
	Ensuring all with a disability can be involved.	Agree an effective Pupil Passport for individual disabled children, as part of IL department's induction responsibility, that accounts for any access arrangements where appropriate Agree an effective Action Plan where necessary. Liaise with Head at the earliest time possible to discuss possible timetable/room allocation adjustments that may improve inclusion. Undertake confidential survey of staff	With immediate effect, to be constantly reviewed	SENCo/Parent/Pupil/Teaching and non-teaching staff	AS REQUIRED	Enabling needs to be met where possible.

		and to ascertain access needs and make sure they are met in the School and at meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.				
	To ensure that the medical needs of all pupils are met fully within the capability of the School.	To maintain School medical records To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Collected on admission. Updated annually. Constantly reviewed.	Administrative Staff Teachers Deputy Head (Pastoral Care)	School medical records are up to date and accurate. Training needs of staff are met to meet the needs of individual pupils.	
	Ensuring disabled parents have every opportunity to be involved.	Establish disabled parking spaces for disabled to drop off & collect children. Offer online/ telephone call to explain letters home if parents need this. Maintain a proactive approach to identifying the access requirements of disabled parents.	With immediate effect to be constantly reviewed.	Whole School team To be constantly reviewed.	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.	

	Targets	Strategies	Timescale	Responsibilities	COST	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with National Star College. School to develop links with the Battledown Centre and other local primary schools for farm visits. To develop the school farm to comply with National Farm Attraction Network Code of Practice, enabling external visitors to enjoy our resource.	Ongoing 2 years	Head of Boys Games LMT All staff Registered farmer Farm manager	TRANSPORT (SEE EARLIER) N/A £169.96 membership £4000 farm budget	Improved awareness of disabilities Farm is registered, assessed and compliant with NFAN Code of Practice
LONG TERM	Targets	Strategies	Timescale	Responsibilities	COST	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole School approach	£375 ROSPA play ground inspection. £10,000 PTA funding activity area	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around School are as safe as possible.	Communication with parents via safety messages /letters. Regular formal and informal risk assessment of grounds.	Ongoing	LMT	Salt / Grit CCTV £14,000	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	COST	Success Criteria
SHORT TERM	To ensure all children have access to the full curriculum.	Regular parental communication Individualized multi-sensory teaching strategies used where appropriate. Additional support of pupils provided within class, where possible. Provision, where pupils are withdrawn from class, to be targeted to pupil needs and ended when needs are met.	Ongoing	All staff to be aware	NOMINAL SEN BUDGET	Ashley Manor Prep School continues to provide fully inclusive education and access to a balanced curriculum. Pupils meet targets on Action Plan.
MEDIUM TERM	To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the School library to ensure the availability of large font and easy read texts that will improve access. Auditing signage around the School to ensure that is accessible to all.		Head School Librarian Teaching Staff	NOMINAL SEN BUDGET SIGNAGE WITHIN £2500 ALLOWANCE	Ashley Manor Preparatory School provides a wide opportunity for all pupils to have a varied literary diet.
	Targets	Strategies	Timescale	Responsibilities	COST	Success Criteria
	To review children's records ensuring School's awareness of any Individual Learning need or disability.	Information collected about new children. Records passed up to each class teacher. End of year class teacher transfer meeting Pupil IL needs available	Annually	Class teachers Outside agencies SENCo Head	WITHIN SCHOOL BUDGET	Each teacher/staff member aware of Individual Needs of children in their classes

		Annual Pupil performance reviews Parents' evenings Medical forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board / VLE / info kept in separate file in staffroom		SMT Office staff		
LONG TERM	Targets	Strategies	Timescale	Responsibilities	COST	Success Criteria
	The School recording system to be reviewed and improved where necessary. (Records on iSAMS/CPOMs network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment LMT SENCo Deputy Head (Pastoral Care)	N/A	Tracking of all data, including IL data.

Monitoring and evaluation of the policy

As with all policies, the school will strive to ensure that this policy is effective, follows the recent guidance, and adheres to the principles of the School. This will be achieved through regular monitoring and evaluation by the Head. During this review, amendments will be made where necessary and agreed upon with the Proprietor.

Date	Position	Name of Reviewer	Date of Next Review
Autumn Term 2023	Head	Mr P. Fathers	Autumn Term 2024
Autumn Term 2023	Proprietor	Mr A. Khan	Autumn Term 2024