

Accessibility Plan

Aldenham Senior and Prep Schools.

Revision and Terminology: Please refer to the School's Policies Policy.

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Scope of this policy

1 Accessibility Plan 2021 to 2024

- 1.1 **Introductory statement**
This Accessibility Plan has been drawn up in consultation with the management, and staff of the School and covers the period from September 2021-September 2024.¹ The plan will be kept under review during this period and will be revised, as necessary.
- 1.2 This Accessibility Plan was last reviewed on 14 October 2021.
- 1.3 We are committed to providing an environment which values and includes all pupils. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, respect, and inclusion.
- 1.4 The plan and other relevant policies can be made available in large print or another accessible format, if required.
- 1.5 **Definition of Disability:**
“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”. (Equality Act 2010)

2 Background

- 2.1 **The School's layout and facilities**
 - 2.1.1 The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies multiple buildings and uses several playing fields across the site. These are all detailed in the Accessibility Statement;
- 2.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:
 - 2.2.1 increase the extent to which disabled pupils can participate in the school curriculum
 - 2.2.2 improve the physical environment of the School to increase access to education by disabled pupils
 - 2.2.3 improve the delivery of information to pupils with disabilities.
- 2.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

¹ This is a period prescribed by Regulations.

- 2.4 The plan will be monitored through the Estates Department. There will be a full review of the plan in 2024 when a new plan will be produced to cover the next three years.

3 Welcoming and preparing for disabled pupils

- 3.1 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.
- 3.2 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. An EHCP should always be shared with the School at the earliest opportunity – when the child is registered, or when the EHCP is agreed, whichever is the later. Similarly the School should be advised of any intention of an EHCP plan being developed.
- 3.3 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.

4 Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Provide staff with Training & Information Additional policies available to inform staff of expectations: Accessibility Statement Curriculum Disability Equal Opportunities Health and Safety Special Educational Needs	Staff confidence in providing appropriate teaching and support for disabled pupils.	Flexible approach to disabled pupils.	Success of disabled pupils in examinations.

Short term	Ensure staff and students with disabilities are safe in emergency situations	A personal emergency evacuation plan (PEEP) to be in place for those with a disability. Staff & pupils to receive the appropriate training on PEEPS.	All disabled pupils to have a personal procedure to follow in an emergency situation	Ongoing	PEEP process has been implemented
Short term	School Transport to be accessible to all pupils to ensure they can take part in trips and outings.	Current coach hire can incorporate disabled access. A proportion of the school minibus fleet to have wheelchair access	Coach hire can be tailored for pupil needs. One minibus has wheelchair access. When vehicles need replacing consideration to be given to pupil needs.	Ongoing	Continuous improvement
Short term	Maintain and improve current facilities	Continue with current refurbishment programme	Facilities maintained at current level	Ongoing	Current level of facilities is maintained in good order
Short Term	Development of the learning pathways to support the development of independent learning and study skills. Assistance by the learning	Continue to develop the programme	Pupils are more skilled in study to overcome mental impairment	Ongoing	Continuous Improvement

	support department in this programme				
Medium term	Timetabling to be revised if necessary to ensure inclusion of all pupils to the full curriculum	Room changes may be necessary for some classes to ensure accessibility for all	All pupils to have access to the full curriculum	Ongoing	Continuous Improvement & Planning
Medium term	Developing a greater understanding of generalized anxiety disorders, with reference to ESMA (the Hertfordshire Education Support Team for Medical Absence) and equivalent services in other LAs	Training to staff over time on this issue	Improved care for students suffering with anxiety	Ongoing	Increased participation in school life for these pupils
Medium term	Improve facilities for ambulant disabled staff and pupils through incorporating good design in refurbishment works	Training of project staff and employing appropriate design teams	Improved facilities for all	Ongoing	Continuous improvements of facilities
Medium term	Continue to improve IT infrastructure to allow increased use of specialist teaching software and pupils own devices to aid teaching and learning	Increase bandwidth and server capacity	Improved teaching and learning	Ongoing	Continuous improvements of facilities

Medium term	Increase the participation of disabled pupils in all activities including co-curricular	<p>Training of staff</p> <p>Risk Assessment of activities</p> <p>Pre-Trip outing by key staff to assess risks, facilities and address remedial actions</p>	Staff confidence in providing appropriate support to pupils	Flexible approach to disabled pupils	Increased participation in school life
Medium Term	Continue to improve Staff understanding of various Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia.	<p>Departmental SEN Reps, Staff meeting briefings, support from SEND Department, use of ISAMS notes to support teachers with individual pupils, SLT Learning Walks</p>	Staff confidence in differentiating for pupils with an SpLD	Ongoing	Continuous improvement
Long term	Provide greater access to upper floor classrooms	Ensure the provision of a lift forms part of any new major building project	Ability of disabled pupils to access additional area of the school	Ongoing research	Improved access to educational facilities

- 4.1 Key points to consider when completing this table
 - 4.1.1 do teachers have the necessary training to teach and support disabled pupils?
 - 4.1.2 are classrooms optimally organised for disabled pupils?
 - 4.1.3 are lessons responsive to pupil diversity?
 - 4.1.4 do lessons involve work to be done by individuals, pairs, groups, whole class?
 - 4.1.5 do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
 - 4.1.6 do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
 - 4.1.7 do you provide access to computer technology appropriate for pupils with disabilities?
 - 4.1.8 are there high expectations of all pupils?
 - 4.1.9 do staff seek to remove all barriers to learning and participation?

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Maintain and improve current facilities	Continue with current refurbishment programme, where repair and replacement are necessary full consideration will be given to the appropriateness for disabled users and their requirements	Facilities maintained at current level	Ongoing	Current level of facilities is maintained in good order
Short term	Classrooms, House rooms and common rooms to be reorganised in accordance with the needs of all pupils	The needs of disabled pupils to be assessed to ensure safe access and egress, a comfortable working area and full inclusion.	The needs of the pupils must be understood, and any reasonable changes implemented.	Ongoing	Continuous Improvement
Medium term	Improve facilities for ambulant disabled staff and pupils through incorporating good design in refurbishment works	Training of project staff and employing appropriate design teams	Improved facilities for all.	Ongoing	Continuous improvements of facilities

Medium Term	Enable disabled pupils and visitors to access the ground floor of the School building.	During refurbishment and new build works designers to provide improved access and facilities which will include ramps and appropriate flooring	Minimum of one accessible entrance per building		Improved access to ground floor.
Medium term	Maintain the dignity of young people and staff. Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it to include ramp access where necessary, appropriate lighting, and signage.	Minimum of one accessible toilet.		Improved facilities for disabled pupils and visitors.
Medium term	Improve lighting in new and existing buildings to assist visually impaired pupils and visitors	During maintenance, refurbishment, and new builds LED lights to be used.	Improved lighting for all	Ongoing	Improved lighting for pupils and visitors
Long term	All new buildings to be fully accessible to pupils and staff with disabilities	Training of project staff and employing appropriate design teams. For new facilities lifts to be	Improved facilities for all	Ongoing	Continuous improvements of facilities

		installed to allow access to upper floor by all pupils where appropriate. All new buildings to include evacuation safe areas. Touch access to be installed where possible.			
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.

5.1 Key points to consider when completing this table

- 5.1.1 does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common rooms allow access for all pupils?
- 5.1.2 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?
- 5.1.3 are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?
- 5.1.4 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?
- 5.1.5 are non-visual guides used to assist people to use buildings?
- 5.1.6 could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
- 5.1.7 are areas to which pupils should have access well lit?
- 5.1.8 are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- 5.1.9 is furniture and equipment selected, adjusted and located appropriately?

6 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats including costings. Necessary formats will be agreed, financed, and produced	If needed, the School could provide written information on alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Short term	Information made available to parents/guardians/carer and pupils electronically	The development of parent/guardian/carer and student information including coursework, homework, and resources	Adults can access information. Students can access coursework and resources at home. Staff can post information and resources for students and/or parents/carers	Ongoing	Adults and students can access relevant information online and at home using IT accessibility as required

Medium term	Continue to improve IT infrastructure to allow increased use of specialist teaching software and pupils own devices to aid teaching and learning	Increase bandwidth and server capacity	Improved teaching and learning	Ongoing	Continuous improvements of facilities
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6.1 Key points to consider when completing this table

- 6.1.1 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?
- 6.1.2 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?
- 6.1.3 do you have the facilities such as ICT to produce written information in different formats?
- 6.1.4 do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Appendix I – Guidance on Accessibility Plans

Guidance on Accessibility Plans

Schedule 10 of the Equality Act 2010 (the 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.

Appendix 2 – Accessibility Plan progress tracker

Please refer to the tracking table.