



St Wystan's

A REPTON SCHOOL

Headteacher: Mrs Karan Hopkinson, MA

ACCESSIBILITY POLICY

NURTURE  INSPIRE  PREPARE  ACHIEVE

Last revised: **February 2020**

Next review: **January 2023**



General Principles

St Wystan's School acknowledges its duty towards all pupils, staff, parents, governors and members of the wider community who have a disability and are making use of school facilities. The School also acknowledges its non-discrimination and planning duty to students, and prospective students, under the Equality Act (2010) and the Special Educational Needs and Disability, 2015 (SEND).

St Wystan's School is a non-selective school and admission to the School is by taster day and informal interview. Parents of prospective pupils are asked to complete a Registration Form, which includes information relating to disability, special educational needs or medical conditions. In assessing whether it will be possible to provide appropriately for any such child, the School may take advice and require such assessments as it deems appropriate. The School will, of course, be sensitive to any issues of confidentiality.

Where it is practical to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at St Wystan's School, the School is committed to providing these reasonable adjustments.

Aims of the Accessibility Plan

- ☐ To increase the extent to which disabled pupils can participate in the school's curriculum.
- ☐ To improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and services offered by the school.
- ☐ To improve the delivery of information to disabled pupils, which is already provided in writing to non-disabled pupils.

Background to the Accessibility Plan

School Context

St Wystan's School is sited in Victorian accommodation, with three large houses being amalgamated into one school. It was established in 1926 and retains the character of a period property as much as is practicable. There are many stairways and corridors internally, with stone steps leading into the main entrances in the school and Nursery. Access from the High Street can be made via the double cartway doors into the playground, which would give access to the Hall, or through the Nursery street door that is only used as a fire escape. There is also access into the playground from the rear of the school. Access internally for someone with physical mobility issues would be difficult. A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some or all of the educational facilities that the school offers.



However, whenever changes/improvements are made, full consideration will be given to improving access for those with restricted mobility. Wherever practical the School will also make any reasonable timetable adjustments to allow any pupils with restricted mobility to access the curriculum.

Accessibility Plan

General

The School will review this plan on an annual basis to monitor and evaluate:

- ☐ The effectiveness of the action of the previous years
- ☐ Relevant targets for the next school year
- ☐ Responses to any further legislative changes

The School will undertake Inset training (H&S etc.) with staff when appropriate with a view to raising awareness of their obligations under this plan.

The School will provide children with restricted mobility guidance on how to access classrooms and facilities reached by steps and stairs.

Increasing the extent to which disabled pupils can participate in the curriculum.

In terms of Special Educational Needs and Disabilities (SEND), children have Individual Education Plans (IEPs) that are reviewed termly (see SEND Policy). This policy is annually reviewed and updated.

Specific needs of individual pupils are dealt with on an individual basis. The School is committed to continuing to make any reasonable adjustments to enable future disabled pupils to access the curriculum (see also the Curriculum Policy). By carefully managing staff deployment, timetabling, curriculum options, staff information and training, disabled pupils will be able to fully access and participate in the broad and balanced curriculum that we offer.

Improving the Physical environment

At all times when planning development which involves access (e.g. gates, steps, paving, doors, signage, lighting, furniture), due care will be taken to consider how this will benefit/hinder pupils, parents, visitors and staff with special needs or a disability.

When purchasing and implementing any physical aids (e.g. ICT equipment, stationery), due care will be taken to consider how this will impact upon pupils, parents and staff with special needs or disability.

Improving the delivery of information to disabled pupils

SEN information is disseminated to all teachers by the Special Needs Coordinator and IEPs are used by teachers as appropriate. This is carried out on an individual basis, and ICT with other facilities will be made available to allow material to be provided in whatever other format is required.

Materials are also provided to parents in other formats, as required.

Hearing or visual impairments can be catered for by the teachers working closely with the parents so the quality of education that we offer is not compromised.



Policy Development and Review

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and Governors. This document is freely available to the entire school community.

It will be reviewed and updated on an annual basis at General Purposes Committee.

Reviewed by	SLT		
Reviewed	14.02.2020	Previous review: August 2017	
Date of next review	January 2023		
Governing body approval	Yes/No 28.5.20	Signed/Dated K.Hopkinson 28.5.20	
Website / App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No

Specific Objectives: January 2020 – February 2023

Key Area Improving access to:	Key Objective	Action	Responsibility	Time Frame	Resources	Success Criteria	Outcome/ Evaluation/ Completed
Curriculum	To develop skills of new SENDCO to their role	To give time for pupil's reviews with teaching staff	SENDCO/ KHo	Termly	Time	SENDCO to have confidence and time for role. Staff feel supported and pupils' benefit	
	Review needs of pupils with disabilities	To support staff in identifying requirements and monitoring	SENDCO/ KHo	Termly	Time	Children achieve IEP targets and make progress	
	Provide training to help staff identify and support dyslexic/dyscalculia pupils	All staff to be offered training	SENDCO	Spring 2021	Specialist visit	Early identification by staff & support put in place	



<p>Information</p>	<p>All school documents are available in large print if requested</p> <p>Parent support booklet</p>	<p>To be printed with large print on request / send info electronically</p> <p>To have an information leaflet with support ideas and what the school can offer</p>	<p>HEAD/OFFICE</p> <p>SENDCO</p>	<p>As requested</p> <p>2020-2021</p>	<p>Printer</p> <p>Leaflet printing</p>	<p>Information is understood by all</p> <p>Leaflet helps parents to know what support is available</p>	
<p>Physical Areas</p>	<p>To consider making the nursery play area accessible for all pupils</p>	<p>Evaluate benefits of building a ramp alongside the steps</p>	<p>Bursar, Head</p>	<p>March 2021</p>	<p>Costs of building ramp</p>	<p>Outside space available for all nursery pupils</p>	

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