



ACCESSIBILITY PLAN

This policy includes Early Years Foundation Stage (EYFS)

Policy Reviewed: June 2022

Policy to be reviewed: June 2025

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 nondiscrimination and planning duty to pupils, and prospective pupils, 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 informal assessment at a Taster Day or Taster Session. Parents of prospective pupils are asked to complete a Registration Form, which covers 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.

Wherever practical to do so, the School is committed to making 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.

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 nondisabled 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 Kindergarten. 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 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 disadvantaged by these problems. A pupil with severely restricted mobility may be unable to access some 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.

In the case of a child with a physical disability joining the school, there is one classroom at ground floor level that could have adjustments made to it to allow access – see below *'Accessibility plan – specific objectives'*

Access can also be gained to the playground and hall.

In terms of specialist lessons:

MFL is taught in the Form room so no access issues

IT can be taught in the classroom as the school has Chromebooks which are portable

PE – some aspects are taught on the school playground. Consideration would need to be given to how Repton's facilities, such as the AstroTurf, could be made accessible due to travel to the venue which is approx. an 8 minute walk.

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) called one-page profiles that are reviewed termly (see SEND Policy).

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 SEND pupils to access the curriculum (see also the Curriculum Policy). By carefully managing staff deployment, timetabling, curriculum options and 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 SENDCo and one-page profiles are used by teachers as appropriate. This is carried out on an individual basis, and ICT and other facilities will be made available to allow material to be provided to pupils in whatever 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 written 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	Headteacher		
Reviewed	June 2022		
Date of Next Review	June 2025		
Governing Body Approval	Yes/No 28.5.20		
Website/App	Yes/No	ISI	Yes/No
Staff Handbook	Yes/No	Parent Handbook	Yes/No

Accessibility plan – specific objectives: June 2022 – June 2025

Key Area	Key Objective	Action	Responsibility	Time Frame	Resources	Success Criteria	Outcome/ Evaluation/ Completed
Improving access to:							
Current Form 1 classroom	<p>To ensure the room is accessible to pupils with a physical disability.</p> <p>To ensure toilet facilities are accessible to pupils with a physical disability</p>	<p>Ramps access to classroom Building of 2 ramps:</p> <ol style="list-style-type: none"> 1. From playground to door lip. 2. From door lip into classroom <p>Toilet access <ol style="list-style-type: none"> 1. Widening of toilet door. 2. Addition of a rail as required </p>	KL/NL	Completion of the work would be subject to school finances and would only be completed if a pupil was to join the school.		Classroom and toilets are accessible for pupils with a physical disability.	