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Approved by:	
Reviewed:	Summer Term 2019
Next Review:	Summer Term 2022
Signed:	



Warwick
Preparatory
School

Disability Access Plan

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1. INTRODUCTION

This policy addresses the requirements of the Equality Act 2010 and refers to disabled pupils (both current and prospective) in a wide sense, including those with special educational needs, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

This policy should be read in conjunction with our EQUAL OPPORTUNITIES, SEND AND EARLY YEARS POLICIES. This plan is written with due regard to the guidance of Schedule 10 of the Equality Act 2010 and also the Special Educational Needs and Disability Code of Practice: 0 – 25 (2015).

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

2. SCHOOL ETHOS AND AIMS

Statement of Ethos: Warwick Prep

We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.

In celebrating each child for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.

We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.

In all that they do, we encourage our children to ‘Aspire, Achieve, Enjoy’, and to be the best that they can be.

Statement of Religious Ethos

Founded on Christian principles, we welcome pupils of all faiths and none. King’s High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

Aims

Scholarship – To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

Environment – To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

Community – To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.

Character – To develop resilience and confidence, and to inculcate integrity.

Opportunity – To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

We welcome all pupils and staff, and are committed to ensure that no student or member of staff experiences inappropriate discrimination because of difficulties arising out of ‘protected characteristics’ such as gender, pregnancy or maternity, disability, race, religion or belief, cultural background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

It is our school’s policy that these aspirations are available to all pupils and potential pupils regardless of any disability of which the school is aware. This is subject to our school’s obligation to make reasonable adjustments not to put any disabled pupil or potential pupil

at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

3. POLICY OBJECTIVES AND PRINCIPLES

3.1 This plan sets out the proposals of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act including those with Special Educational Needs.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to provide appropriate means of communication.

3.2 The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Action plans showing how we will address the priorities identified in the plan follow.

3.3 The school recognises its duty under the Equality Act

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

4. DEFINITION OF DISABILITY

4.1 All pupils who are defined by the EQUALITY ACT as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils.

4.2 The EQUALITY ACT defines a disabled person as someone who has '**a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities**' (see definition below of normal day-to-day activities).

4.3 Physical or mental impairment includes sensory impairments and also hidden impairments. In the EQUALITY ACT '**substantial**' means '**more than minor**

or trivial'. 'Long-term' means **has lasted or is likely to last more than 12 months**.

4.4 The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

4.5 A significant number of pupils are therefore included in the definition.

5. NORMAL DAY TO DAY ACTIVITIES

5.1 The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

6. DISABILITY AND SPECIAL EDUCATIONAL NEEDS

6.1 The Children and Families Act 2014 defines children with Special Educational Needs to include pupils with significant greater difficulty in learning than the majority of children of his or her age, or a disability which means that a pupils cannot make full use of the general educational facilities provided for pupils of their age. Some children who have SEN will also be defined as having a disability under the Equality Act. It is likely that many of the pupils who have a statement of Special Educational Needs / EHC Plan will count as disabled. However, not all children who are defined as disabled will have SEN.

6.2 For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act. Similarly, not all children with SEN will be defined as having a disability under the Equality Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN & DDA disability definition for children & young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non-verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature

7. INFORMATION ABOUT THE SCHOOL

7.1 Warwick Preparatory School is a co-educational Independent Prep School and part of The King's High School for Girls which, with Warwick School, forms the Warwick Independent Schools Foundation. The school is housed on a single site, catering for boys from 3-7 and girls from 3-11. The School is selective from 7+ and most of the children are of above average ability but some have special educational needs. Typically, around 10% of the school's roll are on the school's SEN register. There is currently one child with an Educational Health Care Plan.

Disabled pupils currently in school have the following needs:

- Visually impaired
- Specific Learning Difficulties (including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);

Currently all pupils in school are mobile.

7.2 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and different learning styles. Children are supported by the availability of a learning support department which is staffed by a SENCo and a part time Learning Support Teacher (also the EYFS SENCo) to cater for further individual needs.

- 7.3 There are eight disabled toilets in the school (Nursery, Year 6, by Caretakers' Room, beside Medical Room, Year 2, Sports Hall, main Reception area by Head's Office and Middle School) and ramped access to the Music Department.
- 7.4 In some parts of the main building (by Year 5 corridor / Computing Suite / French Room and in Lower School first floor) there are stairs which could cause access problems to some rooms. There is also no lift access or stair-climbing wheel-chair facility in the Sports' Hall shared with King's High.
- 7.5 The Accessibility Plan includes the objective of looking into the cost and feasibility of providing access to these areas through the installation of a stair-climbing wheel-chair.
- 7.6 All facilities in other buildings are accessible from the ground floor.
- 7.7 More examples of positive actions / installations already in place include
- Lift access to the staff room and upstairs offices
 - Stair lift in Year 6 block to specialist teaching rooms in Science, Art and D&T
 - Lift access through library, catering for a change in level on the ground floor
 - Wide 'wheel chair' accessible doors and corridors
 - Easy fire access through classrooms at ground floor level

8. THE SCHOOL'S STRENGTHS & DEVELOPMENT AREAS IN WORKING WITH DISABLED PUPILS

- 8.1 All staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.
- 8.2 Every teacher has the opportunity to contribute to the development of IEPs. These contain information on each pupil with special needs/disabilities and outline their targets and strategies for supporting them in the classroom.
- 8.3 Where necessary, pupils have Personal Emergency Evacuation Plans (PEEPs) which are updated on a termly basis and more frequently, if required.
- 8.4 The SENCO is the named teacher responsible for the access arrangements and is the coordinator for liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:
- Educational Psychologists

- Speech and Language Therapy Service;
- Occupational Therapy / Physiotherapy Service;

- 8.5 The school SENCO organises day to day contact with the agencies. The Head and SENCO liaise with staff from other schools where children with additional needs transfer to Warwick Prep and ensures close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.
- 8.6 All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHEE and Assemblies.
- 8.7 Subject Coordinators have an effective bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils. However, further work is planned in this area through training and INSET.

9. MONITORING & REVIEW

- 9.1 At Warwick Prep, the SENCO, Head and Governing Body will monitor the procedures and effectiveness of this policy and make changes as appropriate. It will be reviewed every three years or earlier, if required.

Policy Reviewed: Spring 19
Date of next Review: Spring 22

Development area: Improving the experience of disabled pupils joining the School				
Target	Actions	Responsible	Timescale	Success criteria
Classrooms are organised for disabled students	<p>Guidance from relevant specialists taken in arranging classrooms for maximum benefit to disabled students.</p> <p>Pupils with difficulties are identified and necessary seating arrangements made.</p> <p>Specialist resources are used.</p>	SENCo Form Teachers Specialist Teachers	2019/20	<p>Disability/SEN taken into account in organising the environment for learning termly according to advice given.</p> <p>Disabled students able to access learning environment more effectively.</p>
IEP targets used by classroom staff and understanding of additional time requirements in practical work / assessments understood and planned for	<p>SEND information available to all staff and support with implementation Regular training offered to staff on key areas of SEND. Differentiation of the curriculum.</p> <p>Further raising of awareness among staff of accessibility needs of children through regular staff meetings, with SENCo and parents. SEND pupil lists updated each term and copies given to each member of teaching staff.</p> <p>Monitoring of planning by HODs and observation schedule by SLT.</p>	SENCo SLT	Ongoing	<p>Pupils with special needs are able to access curriculum effectively.</p> <p>Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.</p>
Ensure transfer records and communication prior to attending Warwick Prep as robust as possible	<p>Gather more detailed pre-school / previous school records prior to a pupils commencement at the school</p> <p>Share individual pupil information with staff in advance of a pupil's start date to enable good preparation to be made</p>	Marketing & Admissions Manager, Head and SENCo	Ongoing	<p>Pupils who move to Warwick Prep make a smoother transition.</p> <p>Key records / information are shared with relevant teaching staff which provide insight into a child's disability or learning difficulties</p>

Development Area: Improving the physical environment				
Target	Actions	Responsible	Timescale	Success criteria
All ground floor areas accessible and friendly to disabled pupils and visitors	Discussions with estates team on how these access improvements might be made. Build costs into 19/20 and 20/21 budget	Head Head of Estates Head of H&S	2020 budget setting	Disabled pupils, visitors and staff are able to access all physical areas without difficulty.
Improvement of site safety for able bodied and disabled pupils Improve egress arrangements	Investigate increasing upstairs access to classrooms on first floor with no lift or stair lift Increase in number of disabled parking bays and positioning of bays to improve access for disabled pupils and visitors Check that fencing around external perimeter of school is adequate to ensure safety and security for able bodied and disabled pupils	Deputy Head Head of Estates Head of H&S	Summer 2020 Summer 2019 Autumn 2019	Access to areas identified as causing possible difficulty Sufficient spaces in the right places; easiest possible access for all disabled visitors to site Site as secure as possible for all pupils
Improve 'split level' access	Experiment with and, if desirable, purchase portable / adjustable ramps as required Discuss with Estates and H&S teams purchase of Evac chairs located for improved evacuation from first floor locations	Deputy Head Head of Estates Head of H&S	As required	Disabled pupils, visitors and staff are able to evacuate the school building more effectively and efficiently.

Development Area: Increasing the extent to which disabled pupils can participate in the school curriculum				
Target	Actions	Responsible	Timescale	Success criteria
All teaching staff to be aware of VI & HI pupils and prepare aids when necessary	Recommendations from specialists to be followed. For example, use of large print or Braille materials.	SENCo Form Teachers	Ongoing	All pupils can access visual material or the contents of visual material during lessons. No disadvantage to pupils with visual impairment No disadvantage to pupils with hearing impairment
Signs clear and understandable for visually impaired	When renewing signs, ensure that they are of appropriate colour schemes, size and can be in Braille.	Deputy Head Estates Team	Ongoing	Routes across grounds are clear and understood and information signs can be read easily by all.
Ensure all information sent home is clear and communication-friendly	Check all information letters are easy to read and available in different fonts / on coloured paper if required.	EA to Head	Autumn 2019	All written information is understood.
Plan to share important information with parents who cannot access written information Continue to broaden methods of information sharing	Increase use of e-mail, telephone, text, web-site, notice boards.	Administrative Team	Summer 2021	All important information is transferred and understood All parents can access information

