



Glendower Preparatory School

Accessibility Plan

2021–24

Reviewed: March 2021
Next Review: March 2024

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Next Review: March 2024
Staff responsible: Mrs S. Dennis, SENDCo
In consultation with: Mr T. Hawksley, Bursar

Approved and ratified by the Governors after they had been supplied with the School's Accessibility plans/policies and procedures and reviewed the efficiency with which the related duties have been discharged.

This policy also provides for those children in the EYFS.

To be read in conjunction with: Special Educational Needs and Disabilities Policy with Appendix 1:
Pupil use of laptops agreement
Able, Gifted and Talented Policy
EAL policy
Equal Opportunities Policy
Admissions Policy

ETHOS AND AIMS

Glendower aims to offer high-quality teaching and learning and to support all pupils in the pursuit of academic and personal excellence. We strive to be a fully inclusive and welcoming school. Glendower is academically selective and welcomes all girls who can make the most of the opportunities offered and flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every girl the best possible start in their school career. Our Admissions Policy (available to view on our website) seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

Those girls whose special educational needs and disabilities (SEND) are suited to the curriculum offered at Glendower Preparatory School are welcome provided that the Learning Support Department can provide them with the help and support they require. The Learning Support Department is staffed by the Special Educational Needs and Disabilities Coordinator (SENDCo), who is qualified to teach children with specific learning difficulties such as dyslexia, dyscalculia, ADHD etc. The SENDCo manages and coordinates all aspects of Glendower's SEND provision. She is based in the Learning Support Room and works closely with the Senior Leadership Team (SLT), class teachers, a number of Teaching Assistants (TAs) who support children with SEND, and with parents/carers. She oversees assessment of the needs of children with SEND and plans appropriate support and interventions to support their needs. She organises and liaises with a range of external professionals and outside agencies and ensures that the advice and planned strategies recommended by the professionals are implemented and reviewed. The SENDCo liaises with staff regularly and monitors the progress pupils make in their everyday classwork and in 1:1 SENDCo lessons. Pupils are monitored termly to assess progress relating to their personalised targets.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. Among our staff and pupils, we promote the importance of using language that does not offend and we ensure that positive examples of disability are portrayed in teaching materials.

Glendower is housed in two listed Victorian buildings each with seven floors. There is limited space for an internal lift and little scope for an external lift apart from pavement to basement. The school is therefore not suitable for severely physically disabled pupils, staff or visitors (e.g. those in wheelchairs).

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

Glendower is committed to treating its pupils and applicants fairly. Under the Equality Act 2010, we have a duty to make **reasonable adjustments** for pupils and applicants who are disabled when they

are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Impairments include 'long-term physical conditions' such as diabetes and asthma, mental-health conditions such as depression and bipolar disorder, learning difficulties such as dyslexia, and learning disabilities such as autism and Down's syndrome. Also included, in some circumstances, are people with cancer and multiple sclerosis. A person 'with a severe disfigurement will be protected if they can show that it has a substantial adverse effect on day-to-day activities'. (Equality Act 2010: What Do I Need To Know? Disability Quick Start Guide, p.4). In most cases, disability will have lasted or be likely to last for 12 months or more.

Glendower recognises that every child is unique. This policy does not seek to cater for every situation. It is intended as a general statement of the principles we apply when making **reasonable adjustments** for disabled pupils, and the factors the school takes into account when considering requests for **reasonable adjustments** to be made. The school has an active monitoring policy and will do its best to make **reasonable adjustments** to take account of an individual pupil's needs, within the constraints imposed by its historic and listed site.

At the time of reviewing this policy in March 2021 Glendower has no pupils with an Education Health Care plan. There are no Looked after Children (LAC) and two pupils on the SEN register who also have English as an Additional Language (EAL). There are 18 pupils on the special educational needs register. We have no pupils with medical disabilities. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities such as school trips.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. However, we currently have no staff with medical disabilities. If we did, we would as far as possible make **reasonable adjustments** to ensure they could undertake their teaching or other role with minimum inconvenience.

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment 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
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The SLT has been instructed to undertake the following:

1. to review regularly the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled. This will be a matter for discussion by the Health and Safety Committee on a regular basis.
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of **reasonable adjustments** and by planning for the future
3. to prepare the School's SEND Policy
4. to prepare the School's Accessibility Plan
5. to review such plans and policies as necessary and at least on a regular basis.

We will regularly monitor the success of the plan.

The SLT have carefully considered, and will regularly monitor, the following:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

If and when it becomes necessary, the School will consult the Deputy Head and Head of Lower School to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

The results of continuous monitoring of the above have informed the action plan below, which relates to the following ISI Regulatory Standards on special educational needs and disability:

Improving access to the physical environment (ISI Regulatory Standard 10 3.2(c))

	Targets	Action and Resource Required	Timescale and cost	Responsibility	Outcome/Evidence of Implementation
Short term	Consider whether furniture and equipment is selected, adjusted and located appropriately. Look at lighting, colour schemes, acoustics, evacuation routes. Make arrangements for visitors with physical disabilities or injuries who cannot use stairs.	Provide blue tinted paper. SENDCo to provide pencil grips, Move 'n' Sit cushions and writing slopes Risk Assessment prepared Site Manager to assist as necessary	Est £6 per pack of 500 Est £70	SENDCo Bursar and Site Manager	Staff ask SENDCo these specialist resources which SENDCo supplies.
Medium term	SENDCo makes arrangements for the reasonable adjustments requested by professionals such as educational psychologists and occupational therapists to be actioned and alerts staff.	Ensure staff know which pupils require extra time for exams and tests	Ongoing	SENDCo	A level playing field is achieved for pupils with specific learning difficulties
Long term	Improve physical access to school reception	Review planning permission for external lift	Est £100,000	Bursar	Access to dining hall and Science lab
	Improve access to entrance hall	Consider possibility of external lift from playground	Est £100,000	Bursar	Access to Library, entrance hall and Head's study
	Improve access to first and second floors	Review practicality of installing a chair lift on staircases	Est £50,000	Bursar	Access to classrooms on first and second floors
	Improve access to upper floors	Redevelopment plans considering lift to fifth floor		Bursar	Access to classrooms on upper floors

Improving access to the curriculum (ISI Regulatory Standard 10 3.2(a))

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	Improve access to the curriculum for those with dyslexia/dyspraxia	Provide one-to-one access to specialist teacher	ongoing £20,000 July 2021	SENDCo	Pupils understand their strengths and learn strategies to remove barriers to learning. Pupils learn

		Pupils who have been recommended to learn touch typing to join take a course and then join the school touch typing club.	£2,000	SENDCo	metacognition and study skills. English exams, some schoolwork and homework can be done on a laptop computer.
Medium term	Improve access to PE curriculum for partially sighted pupils Improve access to PE curriculum for pupils with hearing difficulties	Research use of suitable equipment Ensure through questioning that child has heard what the teacher says.		Head of PE Head of PE	Improved participation Improved participation
Long term					

Improving access to information (ISI Regulatory Standard 10 3.2(b))

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	Consider how information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally. Improve provision of written information to blind/partially sighted pupils	Glendower does not currently have any such pupils; however, reasonable adjustments would be made if required	As necessary	SENDCo	Participation by pupil in the curriculum
Medium term					
Long term					

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years. The plan should be read in conjunction with the School's Admissions Policy and SEND Policy.