



Accessibility Policy

Safe 05

Reviewed by CB in Nov 19 | Next Review Date: Nov 20

This is a whole School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club

ETHOS AND AIMS OF ABBERLEY HALL

1. Abberley Hall aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.
2. We have a comprehensive admissions policy which as far as possible seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. The policy underlines our ambition to strive to be an inclusive and welcoming school.
3. Abberley Hall is situated on a particularly steep and irregular site, within a listed building. It would be unrealistic therefore, to attempt to make the whole site accessible to, for instance, a wheel chair user. We do however, regularly review and take steps 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 associated services offered by the school. Recently we have provided ramps at the entrances to the school buildings and there is a lift to ensure the Palace building is accessible to all pupils and visitors.
4. We have a number of dyslexic pupils at Abberley and for their benefit we make sure that all printed information uses a large, clear font. We have cream photocopy paper available for those pupils who benefit particularly from its use and we encourage staff to use a coloured background for the interactive whiteboards.
5. 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. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

6. As of September 2019 Abberley has one pupil with an EHCP. There are 39 students on the SEND register, no Looked After Children (LAC) and 6 English as Additional Language (EAL). Pupils with individual education plans are monitored yearly to assess progress relating to their Individual Education Plan (IEP) targets.

7. All our pupils are fully integrated into school life and participate in the whole curriculum, including extra-curricular activities.
8. We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skills and qualifications regardless of any disability. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Abberley Hall.
9. We have systems in place at Abberley to:
- Review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
 - Make recommendations with a view to improving the accessibility of education to its pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future.
 - Review annually the school's disability inclusion, SEN and learning support policy.
 - Review annually the school's accessibility plan.
 - Review such plans and policies as necessary at least on an annual basis.
10. We monitor the success of the plan regularly and it will also be reviewed annually. Governors will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

ACTION PLAN

11. The following have been carefully considered at staff meetings and regularly monitored:
- Admissions
 - Attainment
 - Attendance
 - Exclusions
 - Education
 - Extra-curricular activities including After School Care and Holiday Club
 - Governing body representation
 - Physical school environment
 - Safeguarding
 - Selection and recruitment of staff
 - Sporting education and activities
 - Staff training
 - Visitors and Contractors
 - Welfare
12. The results of Abberley's audit and continuous monitoring of the above informs the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum



3. 2(b)	Improving the physical environment of the school for the purposes 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.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

13. Further to those improvements already made, please see 3 year improvement plan below.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Complete Date	Action Taken
Use of fiddle toys	3.2a	Agreement between staff/pupils re appropriate use	CB	Purchase a bank of suitable toys	Increased concentration in lessons of pupils who are easily distracted	End 2017	Target complete Rules for use of fiddle toys now on SharePoint
Greater use of gap students for ed. Support of dyslexic students.	3.2a	Agreement on regular, daily timetabling of gap students	CB	Willing and available gap students	Frequency of input to reading /spelling programmes would be of great benefit in boosting literacy skills of dyslexic pupils.	End 2108	Target ongoing. Gap students are being used effectively to support LS students as needed.
Increased use of in-class TA support	3.2a	Identification of suitable pupils and parents to agree funding.	CB	Look at level of TA staffing	Improvement in concentration of students with attention difficulties.	End 2108	Target ongoing. TAs now effectively supporting individual students as needed
Improved access to Front Hall	3.2b	Added to next tarmac requirement	RS	Next tarmac	Easier access to Front Hall for those with limited mobility.	End 2019	
Disabled parking	3.2b	Signed disabled parking space	RS	Sign	Designated parking for those with limited mobility.	Apr 2019	
Reduce gradient of ramp to astro-turf	3.2b	Scaled plan and budget to be fixed	RS	Access Plan	Easier access to astro-turf for those with limited mobility	End 2019	
Greater awareness of enlarged exam papers for those with visual difficulties	3.2c	Enlarged papers need to be ordered two terms in advance of CE exams	CB	None	Exam concession entitlement for students with visual difficulties.	End 2107	No students with this requirement at present but there is a raised level of awareness.
Staff aware of advantage of using coloured background for IWB	3.2c	Raising of staff awareness and training by CB	CB	None	Advantage for students with traits of visual dyslexia.	End 2017	Staff aware, cream photo copy paper available
Accessibility plan for open days.	3.2c	Consider plan to allow access	VB	Hosting plan	Help highlight access issues for potential pupils	End 2017	Target ongoing
Long term maintenance of access arrangements		'Normal Way of Working' checklist to be compiled and made accessible to staff to fill in.	CB	Staff time	Exam concession entitlement maintained into senior school for LS students	End 2019	

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