

| Document Control | |
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| Person Responsible: | Headteacher |

SENDA - ACCESSIBILITY PLAN

2021 - 2024

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Aims and Objectives

Banstead Prep School acknowledges its responsibility to pupils with additional needs and prospective pupils with regard to complying with SENDA 2015. The school is committed to ensuring reasonable access to information and facilities for all pupils able to access the curriculum on offer. This Accessibility Plan considers what Banstead Prep School has in place at the present time and seeks to develop strategies within the three-year time frame. The approach for change and improvement will be guided by the nature of the disabilities of pupils at Banstead Prep and any preferences expressed by them and their parents. This plan applies to all stages of the school (including the Early Years Foundation Stage) and should be read in conjunction with our Equality Policy and Special Educational Needs and Disabilities Policy.

Banstead Prep School's accessibility plan aims to improve access for pupils through reasonable adjustments in order to:-

- Increase the extent to which pupils with additional needs can participate in the school curriculum
- improve the provision of information to pupils with additional needs which is already readily accessible for pupils who are not disabled

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- Improve the physical environment to increase the extent to which pupils with additional needs can take advantage of the education and associated services offered by the School

According to the Disability Discrimination Act 1995, a disabled person is “someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day-to-day activities”. The Act uses a wide definition of the term “disabled” and it can include people with:

- Physical or mobility impairments
- Sensory impairments
- Dyslexia and other learning disabilities
- Medical conditions (e.g. diabetes, epilepsy)
- Mental health difficulties

The duties prescribed under the Disability Discrimination Act and the aims of this Accessibility Plan are there to ensure that pupils with additional needs and their parents are not discriminated against and so seek to promote quality of opportunity for pupils with additional needs and their peers.

Banstead Prep staff view discrimination as:

- Treating pupils with additional needs less favourably than other pupils.
- Failing to make a reasonable adjustment when pupils with additional needs are placed at a substantial disadvantage compared with other pupils for a reason relating to their disability.
- Failing to ensure that pupils with additional needs are put in an equivalent position with their pupil peers so that they are able to participate in school life.

When considering whether actions required to be taken are reasonable, the following are taken into account:

- The need to maintain high standards for all Banstead Prep pupils
- Budgetary constraints
- The practicalities of making the particular adjustment
- The health and safety of the pupil with additional needs and the interests of other pupils

The Banstead Prep School Accessibility plan applies to all activities and facilities provided by the school for its pupils including:

- School outings and residential trips
- Examinations and assessments
- Learning resources, including the library, computer facilities, etc.
- Aspects of the physical environment such as buildings, furniture and equipment

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- Welfare and catering facilities

Admissions

Admission to the school is non-selective but pupils spend a taster day at the school prior to entry to ensure the school can meet the needs of the pupil. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers, so that there is every opportunity that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded child. If children are joining in the upper year groups (Years 5 or 6), or the School feels that additional information is required as to whether the Banstead Prep curriculum is accessible, we may invite the child back for an additional day to undertake assessments in English and Maths.

The school currently asks all prospective parents to disclose to the school any details of the nature and effect of any additional need so as to enable the school to make appropriate adjustments in the admissions process. At an early stage, parents will be encouraged to contact the school to discuss their support needs and how they might be met.

As far as possible all events involving prospective pupils or parents who have an additional need will be held in a location which is easily accessible by them and any relevant information will be provided in an alternative format (e.g. printed in a large font) if requested.

The Physical Environment

Current Position & Practices

Good progress has been made to the school site over recent years in improving accessibility for all pupils.

- A daily site walk includes identification & action relating to hazards.
- New changing facilities and sports pavilion constructed for the 5G pitch and Games fields (2019). This improves access and opportunities for participation of those pupils with additional medical or other additional needs.
- A designated SEN room has been created in a central location of the school which will create a space for small group and intervention work
- Assistant Head appointed to oversee pupil and staff wellbeing and work alongside the SENCO in identifying pupils with additional needs
- Assistant Head completed a Counselling course (July 2018) to support children with social and emotional needs and an additional Teaching Assistant has complete ELSA training (July 2019)
- A schedule of certified school counsellors, speech and language, Occupational

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therapist, dyslexia specialist teacher, SEN assessors, and child psychologists who are available to pupils is maintained by the school for engagement with pupils when required.

Consideration has been given to both the physical layout of the school buildings and grounds and also the physical equipment and furniture which is used by pupils during their normal school day.

The school is situated on a large site and, in accordance with Health and Safety legislation and good practice, the school regularly reviews:

- Circulation around the building (both on a day-to-day basis and in the event of evacuation)
- The accessibility of external paths and landscaping
- Provision of services to take into account any changes in good practice or advances in technology

The layout and timetable of the School means that all pupils must be able to move around school for some lessons. Lessons for pupils with mobility difficulties could not be confined to a specific area of the school. However, it may be possible for the school to provide the following to assist pupils with additional needs:

- Appropriate ICT equipment with enabling technologies (enlarged computer screens and keyboards, screen reading software etc.) Digital enhancement through personal issue iPads for Years 4-6 enables personalisation for pupils with additional needs.
- Ensure that those responsible for timetabling have information about the accessibility of different rooms and facilities and ensure these classrooms are used wherever possible
- 1:1 support for children with identified need and with an EHC Plan in place
- Swapping teaching rooms for year groups
- Use of subtitles where possible when watching videos and use of Radio mic to help HI (Hearing Impaired)
- PEEP (Personal Emergency Evacuation Plan) in place for children with physical disabilities where needed.
- TheraBand's and wobble cushions used to support some children

Welfare

Banstead Prep school acknowledges its responsibility to inform staff of what is expected of them when they are either working alongside a colleague with additional needs or teaching a pupil with additional needs and to ensure that they are adequately resourced to enable them to respond appropriately to their needs. All staff are kept fully informed about any pupils with additional needs in the school and brief details of medical conditions are kept on ISams. Staff are required to make themselves familiar with pupils' particular needs. During the induction process for new staff, reference is made generally to all needs

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within the school. More specific instruction will be given where necessary to members of staff teaching. Training for staff is an on-going process.

The Curriculum

Current Position & Practices

Good progress has been made in improving accessibility for all pupils.

- Staff are briefed by the Headteacher, Deputy Head, Assistant Head – Wellbeing and SENCO on the school policies for Teaching and Learning, SEND, Gifted and Talented and English as an Additional Language and all pupils who need some form of additional support to access the curriculum.
- At twice weekly staff meetings any concerns may be raised about pupils including both educational and pastoral concerns, this is documented, and the notes are recorded on ISams and/or CPOMS
- A clear process is in place to review all pupils identified and establish their support needs.
- Specific registers are maintained for pupils identified with Special Educational Needs and Disabilities (ISams)
- Pupils who receive additional 1:1 school support are provided with an IEP (Individual Education Plan) which is reviewed termly
- Individuals and small groups receive additional support from the in-house SENCO, subject teacher or Learning Assistant to supplement the curriculum provision
- Strong communication flows are in place between class teachers, SENCO and school and home to ensure parental understanding of support given and to discuss further opportunities
- Standardised assessments take place throughout a pupil's education at Banstead Prep which supports targeted interventions.
- Extra-curricular provision has been extended and enhanced to ensure clubs provide appropriate interest and challenges for all pupils.
- The School Pupil Parliament and classes have reflected on charity work and how Banstead Prep can support other groups of people, locally, nationally & internationally. Pupils have been given opportunities to deliver presentations about charities in assembly, improving knowledge and understanding of all pupils (Year 6). The pupils then vote to nominate the school charity. The Assembly schedule has incorporated assemblies relating to charities including visiting speakers to talk about charities. (EYFS, KS1 & KS2). These actions are providing opportunities for all pupils to have a voice in making decisions and contributing to the programme of charity work undertaken in the school.
- The reward systems recognises efforts and achievements, throughout the school and curriculum, irrespective of SEND or EAL.
- iPads & apps have been introduced to enhance the range of tools in use to support access to the curriculum.

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Delivery of Information

- Staff are briefed by the Headteacher, Deputy Head, Assistant Head – Wellbeing and SENCO of any pupils or families who need additional support with written communication from the school.
- Support is provided to parents who have English as an Additional Language during parent meetings and with written communications.
- Teaching resources are available via the parent portal to enable more flexible access to information.
- Parent information is placed on the secure parent portal.
- Policies and written information have been reviewed to ensure they are free from discrimination in terms of phrases, procedures and practices.
- Texts and paperwork for pupils adapted where practical for those with additional needs e.g. enlarged, supported by visual images.
- Homework is differentiated according to the pupils needs.

When considering access to the curriculum, Banstead Prep staff consider the following areas:

Teaching methods and materials

Teachers can help to ensure that pupils with additional needs are not substantially disadvantaged by some very simple adaptations to their teaching style. It is anticipated that staff training will be of paramount importance and will include the following:

- Induction for ECTs regarding additional needs for both staff and pupils
- Regular updates to all staff from the Deputy Head/Head
- Guidance and support from external agencies for staff involved with a pupil with additional needs

Changes in teaching style can be easily incorporated to include:

- Facing the class when speaking
- Ensuring that only one person speaks at a time during discussions and ensure all are able to contribute to the discussion
- Ensuring that pupils who find standard means of communication difficult, or who use sign language, are able to make presentations in alternative ways, or are given additional time to communicate
- Allowing extra time for completion of tasks
- Avoiding extended copying
- Providing handouts
- Reading out any material presented visually to support those unable to see
- Accepting alternative presentation of homework (e.g., use of iPad or laptop)
- Providing additional support to pupils with communication difficulties
- Additional individual or group support from our in-house Learning Assistants or SENCO

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Practical work

Alternative arrangements will be made so that practical work is accessible to all pupils. Teaching and support staff may require training to be able to support all pupils, e.g. understanding of signing may be required of staff.

School trips

When planning visits out of school, whether day or residential, these will, where possible, be organized to places that are accessible. Staff may require training to enable them to identify the barriers that particular venues or activities may pose for pupils with additional needs. Staff must ensure that the appropriate environmental visual audits and risk assessments have been completed and precautions have been considered, with particular consideration to any children with identified additional needs within the cohort. If a visit were not accessible, the school would aim to provide alternative learning opportunities.

Planning for pupil assessments for pupils with additional needs will allow for the following:

- Provision of study skills support
- Adjustments to the design or delivery of examinations

The school acknowledges that each pupil is different, and their needs may be very different. The emphasis is on looking at each case on an individual basis.

Extra-Curricular Activities

Extra-curricular activities are a fundamental part of school life and all pupils are encouraged to take part in as many extra-curricular activities as is practicable. Wherever possible, adjustments will be made to enable pupils to overcome any difficulties that they may have. For example, the school will ensure that concerts, drama productions and other functions are scheduled to take place in venues with access for all and will make whatever arrangements are necessary to enable all pupils to take part in such activities as far as is practicable.

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Improvement Plan 2021-2024

| | | Action | By | Resources | Success Indicators |
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| 1. | Aim: to enable pupils to have full access to the school curriculum | | | | |
| a | Differentiation in planning clearly indicates how the teaching and learning will continue to take place for those with additional needs | Differentiation to be an on-going focus area for staff training & sharing best practice Specific tracking of children with additional learning needs | Coordinated by Deputy Head Ongoing | INSET time Staff meetings SLT and subject leader planning and work scrutiny | Planning indicates that all pupils are able to access full range of activities taking place in the school day. |
| b | Strong support for all those with EAL | Focus on vocabulary and language in classroom teaching Investigate specialist programmes to support EAL pupils | SENCO, Deputy Head Ongoing | Teaching resources & training | Identified pupils achieve their targets |
| c | Support for those with additional needs is embedded in wider curriculum through enhanced staff skills, knowledge | Identification of staff development needs and facilitation of solutions All pupils with additional learning needs identified by an | Head Ongoing – linked to annual PDR process. Specific examples of SEND all staff training/awareness sessions e.g. Inset on dyslexia – | Training | Staff feel confident providing in class support and pupils feel empowered in their learning |

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| | and personalisation of learning plans | <p>Ed Psych or similar and/or SEND have personalised learning plans</p> <p>Targets are set effectively for pupils with additional learning needs and SEND.</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities</p> | Summer 2020, ASD training for all staff Sept 2020. | | |
| d | Continue to enhance engagement with new joiners with specific needs | Early identification of staff training needs and facilities enhancements to support new joiners with specific needs | SENCO Ongoing | Training | Pupils joining with specific needs settle well and fulfil their potential |

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| 2 | To ensure that information is made available to pupils and their families with Disabilities / EAL |
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| a. | To provide training in EAL either internally or externally to members of staff on request or through identification of need as part of Professional Development | Monitor teacher performance through regular lesson observation. Make staff aware of courses, training available | Headteacher/ SLT/ SENCO / All staff Ongoing – linked to annual PDR process | Internal courses or external providers | Staff development is enhanced through appropriate training and all staff confident about current and proposed legislation |
| b | To ensure that pupils with language difficulties (including those with ASD) are familiar with the routines of the school day and prepared for changes in these. | Investigate resources to help extend access to information about school routines. Training as required. | SENCO Deputy Head July 2022 Ongoing | | Pupils with language difficulties (including those with ASD) feel safe and happy in school thus facilitating easier access to the curriculum. |
| c | Celebration of the many languages within the school | Enhanced signage & displays | Class Teachers July 2022 | | Pupils with EAL celebrate their first language with others |

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| 3. To provide physical access to Education | | | | | |
| a. | Investigating improving the changing facilities and adding a toilet and shower to the school's swimming pool | Toilet to be added to swimming pool building and showers re-located | Business Manager Head Chair of Governors September 2022 | Building costs | Changing and toilet facilities improve accessibility for all pupils, including those with additional needs |

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| b. | Ongoing maintenance to pathways around the school | Smooth pathways to ensure no trip hazards for pupils with mobility difficulties | Business Manager Head Chair of Governors Ongoing | Cost of resurfacing | Improved surfaces eases movement around the school |
| c. | Improve access for pupils with auditory improvements | Undertake cost benefit analysis of providing induction loops in hall, library and appropriate classrooms, and/or mobile induction loops. | Business Manager Head Chair of Governors July 2022 | Cost of purchasing and installing equipment | Improve auditory accessibility for any hearing-impaired children and/or parents. |
| d. | Ensure that when refurbishments are undertaken actions are considered which would improve the access for people with disabilities. | Continue to consider as part of the works planning process. Recent examples of improvements include resurfacing of the tennis courts, purchase of mobile ramps to improve access in those places where the | Business Manager Head Chair of Governors Ongoing | Considered as part of any Project Initiation Form and Short Form Business Case that is submitted | Improved access for pupils with disabilities both current and those who may join the school in the future. |

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| | | <p>installation of a permanent ramp is not achievable.</p> <p>(Accessibility audit identified 1st floor of main school building not accessible to wheelchair users – Design and cost of installing lift was not deemed viable but this position will remain under review.</p> | | | |
| e. | <p>Ensure that a pupil with a physical injury or disability is not disadvantaged or that any disruption is minimized.</p> | <p>Continue to ensure that individual risk assessments and PEEPs are provided for pupils with disabilities across the school.</p> | <p>Deputy Head</p> <p>Ongoing</p> | | <p>Improved accessibility for all disabled persons who use the school sites including pupils, staff, parents and visitors.</p> |

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

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Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the Equality, Admissions, Curriculum, Teaching and SEND policies.

This document is subject to renewal every 3 years, and reviewed annually by the Headteacher, School Business Manager and SENCO or as events or legislation change requires. The next scheduled date for renewal is September 2024.

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