



Warlingham Park School

The Equality Act (2010) Accessibility Plan

This plan applies to the whole school including the Foundation Stage

September 2020

Contents

1	Aims	3
2	Scope and application.....	3
3	Regulatory framework	3
4	Publication and availability	4
5	Definitions.....	4
6	Responsibility statement and allocation of tasks	4
7	Increasing accessibility.....	5
8	Welcoming and preparing for disabled pupils.....	5
9	Training	5
10	Record keeping	5
11	Version control.....	6

Aims

- 1.1 This is the accessibility plan of Warlingham Park School (**School**).
- 1.2 The aims of this accessibility plan are to set out the School's plans for:
 - 1.2.1 increasing the extent to which disabled pupils can participate in the School's curriculum;
 - 1.2.2 improving the physical environment of the School 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
 - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2 Scope and application

- 2.1 This accessibility plan applies to the whole School, including the Early Years Foundation Stage (**EYFS**).
- 2.2 This accessibility plan covers the three year period from October 2020 to October 2023.

3 Regulatory framework

- 3.1 This accessibility plan has been prepared to meet the School's responsibilities under:
 - 3.1.1 Equality Act 2010;
 - 3.1.2 Education (Independent School Standards) Regulations 2014;
 - 3.1.3 *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017);
 - 3.1.4 Education and Skills Act 2008;
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.6 Childcare Act 2006.
- 3.2 This accessibility plan has regard to the following guidance and advice:
 - 3.2.1 The Equality Act 2010 and schools (DfE, May 2014);
 - 3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).
- 3.3 The following School policies, procedures and resource materials are relevant to this accessibility plan:
 - 3.3.1 equal opportunities policy;
 - 3.3.2 policy on special educational needs and learning difficulties;
 - 3.3.3 risk assessment policy for pupil welfare;
 - 3.3.4 health and safety policy and
 - 3.3.5 admissions policy;

4 **Publication and availability**

- 4.1 This accessibility plan is published on the School website.
- 4.2 This accessibility plan is available in hard copy on request.
- 4.3 A copy of this accessibility plan is available for inspection from the school office during the School day.
- 4.4 This accessibility plan can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.
- 6.2 To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	Sarah Buist	As required, and at least annually
Monitoring the implementation of this accessibility plan, relevant risk assessments and any action taken in response and evaluating effectiveness	Sarah Buist	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Sarah Buist	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	Sarah Buist	As required, and at least annually
Formal annual review	Proprietor	Annually

7 Increasing accessibility

7.1 The School plans, over time, to improve and increase the accessibility of provision in the following areas:

7.1.1 the extent to which disabled pupils can participate in the school curriculum;

7.1.2 the physical environment of the School to increase access to education by disabled pupils; and

7.1.3 the delivery of information to pupils, staff, parents and visitors with disabilities.

7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.

7.3 There will be a full review of the accessibility plan in September 2023 when a new accessibility plan will be produced to cover the next three years.

8 Welcoming and preparing for disabled pupils

8.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

8.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

8.3 In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

8.4 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

9 Training

9.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

9.2 The level and frequency of training depends on role of the individual member of staff.

9.3 The School maintains written records of all staff training.

10 Record keeping

10.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

10.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about

pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection policy and information security policy.

11 Version control

Date of adoption of this plan	September 2017
Date of last review of this plan	September 2020
Date for next review of this plan	September 2023
Plan owner (SMT)	Sarah Buist
Plan owner (Proprietor)	Inspired Learning Group

Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Goals achieved
Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff and discussions in staff meetings	Staff confidence in providing appropriate teaching and support for disabled pupils.	In place and ongoing	All pupils able to fully access the curriculum
Support workers appropriately trained in supporting children with particular disabilities.	Training with specialist agencies as required	Staff fully aware of needs and strategies of specific disabilities	In place and ongoing	Children with specific disabilities appropriately supported.
Improve educational experiences for hearing impaired pupils	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.	In place and ongoing	Hearing impaired pupils able to fully participate in all subjects.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Increased access to the extra-curricular activities for all pupils with SEND.	In place and ongoing	All pupils able to fully access the extra-curricular programme.

<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>iPads available to support children with difficulty recording</p> <p>Sloping boards for pupils with fatigue problems or physical disability</p> <p>Coloured overlays for pupils with visual difficulty (Reading Rulers)</p> <p>Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Use of wedge/wobble cushions</p>	<p>Increased access to the Curriculum</p> <p>Needs of all learners met.</p>	<p>In place and ongoing</p>	<p>All pupils able to fully access the curriculum.</p>
<p>Adaptations to the curriculum to meet the needs of individual learners</p>	<p>Pastoral support, timetable adaptations</p> <p>Individual physiotherapy/OT programmes</p> <p>Speech and language therapy programmes</p> <p>Specific training in word processing skills through Dance Mat touch type Programme</p> <p>Use of access arrangements for assessment and National tests</p>	<p>Pupil's individual needs are met and supported</p>	<p>In place and ongoing</p>	<p>Needs of all learners met enabling positive outcomes</p>

Reviewed by

Sarah Buist

Date reviewed

September 2020

Improving the physical environment of the school to increase access to education by disabled pupils

Targets	Strategies	Outcome	Time frame	Goals achieved
Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	2021-22	Improved access to School site.
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation and obstacles.	People with disabilities can move unhindered along pathways and through parking areas.	In place and ongoing	People with disabilities have unhindered safe access around the school.
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	People with disabilities can move safely around the school	Ongoing	School is already on one level. Access is kept safe and accessible at all times and kept under review.

Reviewed by

Sarah Buist

Date reviewed

September 2020

Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Time frame	Goals achieved
Availability of written material in alternative formats	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.	In place and ongoing	All pupils are able to access written materials equally.
Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Pupils able to access school documentation	As required	Pupils able to access school documentation
Ensure that pupils can access information presented on whiteboards to the class	Installation of new interactive projectors in all classrooms with improved sound quality	Pupils able to access information regardless of any visual or hearing impairments	2020-21	Pupils able to access information regardless of any visual or hearing impairments

Reviewed by

Sarah Buist

Date reviewed

September 2020

