



# Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff, Governors and Trustees of the school and covers the period from 1<sup>st</sup> September 2023 – 31<sup>st</sup> August 2026.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **Introduction**

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness and tolerance.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination replaced by The Equality Act. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by Department for Education and Schools and also the anti-discrimination considerations introduced in January 2015.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act:

"A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## **Key Objectives**

To reduce and eliminate barriers, to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Increasing the extent to which disabled pupils can participate in the schools curriculum.

Improving the physical environment of 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.

Enabling staff to have appropriate strategies to deal with needs of all pupils.

## **The School Environment**

UPS is housed in what was previously a grade listed domestic residence, therefore adaptations to the building are sensitive and very difficult. New facilities which have been built offer full accessibility to all with disabilities.

Educational activities off site will be planned in such a way to allow maximum participation by all.

When providing new equipment its suitability for use by all is considered.

Mobility is not the only issue and the school recognises the need to take into account other significant matters such as lighting and its accessibility and acoustics.

## **Principles**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs & Disabilities (SEND) policy;

The school recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act);

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- to consider the needs of disabled pupils.
- to take reasonable steps to avoid putting disabled pupils at a disadvantage;

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2012);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and;

- respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupil.

### **Innovations that have been implemented.**

**Regular meetings with parents to discuss individual needs and requirements.**

**Ramps (portable) available.**

**Accessible toilets available.**

**Children provided with writing slopes/frames.**

**Pencil grips.**

**Fidget Toys.**

**Support chair.**

**Footrests and supports provided.**

**Mov and sit cushions.**

**Reading pens.**

**Occupational therapy team screening in Kindergarten.**

**Software packages available. E.g. Lexia.**

**Disability and SEND issues are covered regularly in staff INSET sessions.**

**Read and write software is installed on school computers.**

**Hand rails added to the second flight of stairs.**

**High visibility tape added to steps and trip hazards throughout the school.**

**A designated disabled parking space.**

**A ramp installed on one of the school minibuses.**

**Additional lighting installed in the car park for better visibility.**

### **Activity**

The school will continue to seek and follow the advice of ISA Services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

### **Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties providing a ramp to gain access to the building should this be necessary. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Ursuline Preparatory School plans, over time, to increase the accessibility of provision for all pupils, staff, and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

### **Provision of Information**

The school will make itself aware of local services, for providing information in alternative formats when required or requested.

The school shall investigate the availability of written materials in alternative forms. It shall review all current school publications and promote the availability in different formats for those that require it.

The school shall review documentation with a view of ensuring accessibility for pupils with visual impairment, get advice from hearing and vision support service on alternative formats and use of IT software to produce customized materials.

It will be necessary to raise the awareness of adults working at and for the school on the importance of good communications systems by organising appropriate training for the staff.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

School development plan

Staff development plan

Special Educational Needs and Disabilities (SEND) policy

Equal Opportunities policy

### **Developments**

The school will consider the needs of pupils and other users with all disabilities. If necessary, resources will be purchased for all pupils with a disability and if needed classrooms can be re-sited in order to facilitate a special physical need to the ground floor or we may investigate various ways of improving our accessibility should the need arise for example the inclusion of a Stena Stairlift for access to upper floors.