

## Disability Access Statement

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St Andrew's Prep acknowledges that it is subject to the Special Education Needs and Disability Act 2001 (SENDA) and its Admissions Policy, Special Educational Needs and/or Disability Policy (SEND) and Equal Opportunities Policy, and clearly acknowledge its duties towards pupils, prospective pupils, staff, parents and members of the wider community who have a disability. St Andrew's Prep will take all reasonable steps to avoid putting disabled pupils or staff at any substantial disadvantage to others in all matters relating to admission and school life. St Andrew's Prep acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001.

St Andrew's Prep will treat disabled pupils as favourably as able-bodied pupils, where reasonable adjustments can be made. The School will improve access in the following ways:

- Increasing access to the curriculum
- Making improvements to the physical environment of the school to increase access
- Making written information available to pupils in a range of different ways

The School has identified tasks which will improve access for disabled pupils, and these are set out in the Disability Access Plan attached:

## Disability Access Plan 2015-2018

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
<p><b>ACCESS TO CURRICULUM</b> Ensure access to computer technology appropriate for pupils with SEND.</p>	<p>To develop prioritised purchasing list for computer technology as required for pupils with SEND.</p>	<p>As required – unless needs of pupils in school require immediate action.</p>	<p>Heads of Department</p>	<p>HoLS DH</p>	<p>Access to appropriate computer technology will be improved for SEND pupils, as appropriate.</p>
<p><b>ACCESS TO CURRICULUM</b> Reflect identified areas of need in lesson planning and delivery.</p>	<p>Programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Purchase of resources to increase student participation.</p>	<p>Ongoing</p>	<p>HoLS Governors</p>	<p>HoLS DH</p>	<p>Improved access to curriculum for all pupils.</p>
<p><b>ACCESS TO CURRICULUM</b> Prioritise student participation in school activities.</p>	<p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. Ensure school activities are accessible to all students.</p>	<p>Ongoing</p>	<p>HoLS Governors</p>	<p>HoLS DH</p>	<p>Increased participation in school life for students with SEND.</p>

<p><b>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</b> For pupils with mobility problems</p>	<p>Assess the pupil's individual needs. Improvements to consider may include the installation of ramps and handrails, or making timetable adjustments to move the pupil's lessons and other activities to accessible areas within the site.</p>	<p>As required</p>	<p>Head and Facilities Bursar</p>	<p>Head</p>	<p>Pupils not prevented from participating in any activity within their means by the physical environment of the school site.</p>
<p><b>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</b></p>	<p>Ensure that all new building and significant alteration to the site takes account of the needs of SEND pupils and parents.</p>	<p>Ongoing</p>	<p>Facilities Bursar</p>	<p>Facilities Bursar</p>	<p>Improve access generally around the site.</p>
<p><b>IMPROVEMENTS TO PHYSICAL ENVIRONMENT</b> For visually-impaired pupils</p>	<p>Assess the pupil's individual needs. Improvements to consider may include the installation of larger or clearer signage, marking stairs and other trip hazards with even more brightly coloured edges, or adjusting lighting levels in classrooms and other areas with extra lights or window blinds.</p>	<p>As required</p>	<p>Head and Facilities Bursar</p>	<p>Head</p>	<p>Visually impaired pupils able to move easily and safely around the site.</p>
<p><b>ACCESS TO OF WRITTEN INFORMATION</b></p>	<p>Assess the pupil's individual needs. Provisions to consider may include producing information on paper or electronically, in a size or style suitable for the pupil's requirements. Information may be read aloud to the pupil, or may be produced in Braille format if appropriate &amp; where possible.</p>	<p>As required</p>	<p>HoLS</p>	<p>HoLS</p>	<p>Via anecdotal feedback from pupils regarding access to written information</p>
<p><b>ACCESS TO WRITTEN INFORMATION</b> Availability of newsletters and school documents in alternative format</p>	<p>Large print and audio formats as required  Use of symbol software if appropriate</p>	<p>Minimum of two weeks before the child starts school for new children</p>	<p>Head</p>	<p>Governors</p>	<p>Information to pupils and parents with SEND will be improved</p>

<p>All staff to be made aware of children or parents with SEND</p> <p>Accessibility Plan</p>	<p>All staff to be made aware of children or parents with SEND</p> <p>All users of site to be made aware of Accessibility Plan</p>	<p>As and when appropriate for all other documentation, letters etc</p> <p>Via info from School Office, Medical Centre and through staff meetings and Inset</p> <p>Monitor Yearly</p>	<p>Head SMT</p> <p>Head SMT</p>	<p>Head and Governors</p> <p>Head and Governors</p>	<p>To ensure that St Andrew's is fully inclusive of its community and that children and parents are happy with the provision</p> <p>Plan kept up to date and it reflects the particular SEND needs within the school</p>
<p><b>SCHOOL POLICIES</b></p> <p>Ensure all policies consider the implications of SEND Access.</p>	<p>Consider all policies in view of priorities</p>	<p>Ongoing</p>	<p>HoLS Governors</p>	<p>Head and Governors</p>	<p>Access to all aspects of school life for all students.</p>
<p><b>STRATEGIC PLANNING</b></p> <p>Building and site development</p>	<p>To ensure that that future development plans for buildings and site take into consideration the accessibility needs of SEND staff and pupils</p>	<p>Ongoing</p>	<p>Head Governors</p>	<p>Governors</p>	<p>All future development plans for buildings and site take into consideration the accessibility needs of SEND staff and pupils</p>
<p><b>PERSONAL EMERGENCY EVACUATION PLAN</b></p>	<p>Ensure Personal Emergency Evacuation Plan is in place for disabled people</p>	<p>As required</p>	<p>Matron / Facilities Bursar</p>	<p>Facilities Bursar</p>	<p>Plan is in place for disabled people</p>

Author / reviewed by:	Deborah Shephard/Stephen Henderson - Reid
Ratification date:	June 2017
Review Frequency:	Yearly
Review Date:	June 2018
Signatories:	Governor: G Marsh