

# Widford Lodge

## PREPARATORY SCHOOL



## **17b Accessibility Plan**

This policy applies to all pupils in the school including those in the EYFS

Reviewed and approved by the Proprietor September 2024  
Next Review September 2025

## **Widford Lodge Preparatory School: Accessibility Plan**

**1<sup>st</sup> September 2024 to 31<sup>st</sup> August 2027**

Widford Lodge Preparatory School is totally committed to providing an inclusive environment for all children. As part of this commitment it will always seek to identify and overcome issues that might prevent children from accessing the curriculum the school has to offer; this includes extra-curricular activities, educational visits and school trips. In achieving this objective the school appreciates that it is faced with constraints that do not always present themselves to schools: the accommodation is comprised of a large Victorian building with two floors in which a lift cannot be installed, several external classrooms, a wooded area and a sports field some distance from the main site.

In drafting this policy, the school is aware of its legal obligations, particularly the Children and Families Act 2014 and Schedule 10 of the Equality Act 2010, 'Accessibility for Disabled Pupils' and of the requirements of the Special Educational Needs and Disability Code of Practice 0 – 25 Years 2014. The accessibility plan refers to physical accessibility and mobility round the school premises and curricular and extra-curricular activities. We understand that disability includes physical disabilities, health issues including mental health, and learning difficulties or disabilities.

The Senior Leadership Team will review the accessibility plan on an annual basis and make recommendations to improve accessibility on a three year cycle.

The accessibility plan has three strands and covers the period 1<sup>st</sup> September 2024 to 31<sup>st</sup> August 2027:

- i) Increasing the extent to which pupils with disabilities, including those with special educational needs, can participate in the school's curriculum.
- ii) Improving the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of the curriculum and extra-curricular programme.
- iii) Improving the provision to pupils with disabilities of information readily accessible to pupils without disabilities.

This plan would also be reviewed and updated as required to enable full access to the curriculum for specific pupils as their needs become known to the school.

TARGET	STRATEGY	OUTCOME	TIMEFRAME & COSTS	ACHIEVEMENT
<b>i) IMPROVING CURRICULUM ACCESS</b>				
Revisit training of teachers on differentiation and scaffolding	Review specific needs of pupils	Teachers to be in a better position to deliver the curriculum	On-going regularly discussed at staff meetings MC CP	Increase access to the curriculum
Plan of out of school activities, including visits to the school field to ensure participation of the whole range of pupils	Pre-trip visits to be made by relevant staff. Facilities checked at regular venues such as Oaklands Museum and the Queen's Theatre	Ensure full participation of all pupils on school trips	On-going Costs minimal MC and individual teachers responsible for arranging trips	Increase in access to all school activities for all pupils
Minimise movement of pupils with physical disabilities	Adjust room allocation for lessons	Reduce the amount of movement required for those with disabilities	On-going Costs will be considered at the same time as the timetable MC CP	Make it easier for all children to access all lessons
Early identification of learning differences and medical conditions	Making time for screening. Meeting with parents of children with medical conditions	Pupils will be given additional help and support. Adjustments made to teaching as needed and staff kept informed	Depends on individual conditions CP/SP	Maximise ability of all pupils by responding to their needs
Improve awareness and support of children with sensory needs	As appropriate, provide space outside the classroom for those who need more frequent breaks and sensory support	Children who need brain breaks and calm areas will be provided for	Not yet known. CP	All pupils will benefit as those children needing such support will be better catered for
Training for Awareness Raising of Disability Issues	Provide training for Proprietor, staff, pupils and parents. Discuss perception of issues with staff to determine the current status	Whole school community aware of issues relating to access	Awareness raised through assembly visitors. Staff training in autism 2017, mental health 2019, occupational therapy 2023, masking in girls 2024	Society will benefit by a more inclusive school and social environment

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<b>ii) IMPROVING ACCESSIBILITY OF PHYSICAL ENVIRONMENT</b>				
To increase safety of movement between classes	To review the current processes and procedures of pupil movement around the school. Seek advice of relevant parents and site manager	Maintain existing hand rails and install them in classrooms that may need them.	On-going Costs minimal MC LG MT	Pupils feel more confident when moving around the school
To consult with parents of children with mobility needs who are on the school's waiting list.	To give parents the opportunity to walk the school site and buildings – seek their advice and that of professionals	School to make reasonable modifications that might be required	Ideally consultations and modifications to be made before the child starts school. However, the situation will be reviewed on an on-going basis. Costs – reasonable costs will be considered	All children to enjoy the curriculum offered by the school
Developments will be designed to provide accessibility	Advice from architect/RNIB and other external experts	Physical access to the school is improved	On-going. There are likely to be cost implications which will be considered by LG MC	Pupils feel welcome
To make sure steps into and out of buildings are visible, especially when it is dark (power failure)	Paint 'noses' of steps in fluorescent paint	Steps more visible for all pupils and adults in school	August 2020 and 2022 MT £100	Safer exit/entrance of buildings with steps

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<b>iii) IMPROVING THE DELIVERY OF WRITTEN INFORMATION</b>				
Availability of written material in alternative formats	The school will make itself aware of the services available through the local authority for converting written information onto alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required MC CP	Delivery of information to all pupils improved
Make available school prospectus, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all as required	Ongoing as need arises MC	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from visual support service on alternative formats and use of IT software to produce customised materials	All school information available for all as required	Ongoing as need arises MC CP	Delivery of school information to pupils and parents with visual difficulties improved
Raise the awareness of adults working at and for the school on the importance of good communication systems	Seek out the availability of training courses	Raising the awareness of target group	On-going Costs will be met from training budget	School is more effective in meeting the needs of pupils