



KING HENRY VIII PREPARATORY SCHOOL

ACCESSIBILITY PLAN

To Increase access for disabled persons (January 2016 – January 2019)

King Henry VIII Preparatory School Accessibility Plan 2016 – 2019

Please note that this plan applies to the full school community including the Early Years Foundation Stage (Nursery and Reception).

At King Henry VIII Preparatory School, we are committed to providing a fully 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 further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

King Henry VIII Preparatory School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with the relevant actions to:

- a. Increase access to the curriculum for disabled students, incorporating after-school and out of school activities and including educational visits;

Review the accessibility and delivery of written information to pupils, staff, parents and visitors with disabilities;

- b. Improve access to the physical environment of the school, including associated services.

Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. Improvements required will be reflected within the main School Development Plan.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies and documents:

- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Guidance on Behaviour Management
- School Development Plan
- School Prospectus
- Admissions Policy

- Anti Bullying Policy

Contextual Information

King Henry VIII Preparatory School occupies two sites – Hales is a modern building which provides free access to disabled and wheel-chair bound pupils and staff. Swallows is a collection of buildings, the oldest of which dates from the 18th Century, on different levels around the site. The Early Years building could accommodate a wheel-chair bound pupil but the internal structure of the other buildings would make this very difficult. The replacement of some steps with slopes and the provision of handrails has made the lower levels accessible to the ambulant disabled.

The school currently has two physically disabled staff and one visually impaired pupil. The school has a number of pupils with moderate and specific special educational needs.

The Action Plan for physical accessibility (Point b. above) may not be feasible to undertake in its entirety during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. Physical alterations to the Swallows Campus in particular may prove challenging to achieve rapidly due to the physical features of the setting and the age of the buildings.

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Improving the Curriculum Access (a)

	Target	Strategy	Outcome	Timeframe (completion by)	Goals Achieved
1	Out-of-school activities are planned to ensure the participation of as wide a range of pupils as possible.	<p>Identify out-of-school provision to ensure compliance with legislative requirements and best practice.</p> <p>Use external providers, where applicable, who have the resources and expertise to be inclusive with all pupils.</p>	Out-of-school activities will be conducted in an inclusive environment and school staff/ external providers will comply with all legislative requirements and guidance on best practice.	On going	
2	Classrooms are organized to promote the participation and independence of pupils, including those with either a learning or a physical disability.	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms and in particular specialist rooms</p> <p>Staff communicate with parents/pupils on suitability of equipment to be used around school such as spell checkers for pupils with dyslexia, fiddle toys for pupils with ADHD / ASD</p>	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	On going	Learning environment supports needs of all pupils.
3	Training for Awareness raising of Disability Issues	Provide training for governors and staff. Discuss perception of issues with staff.	Whole school community aware of issues relating to access.	On going	School environment is more inclusive through increased awareness of disability and the needs of specific pupils

4	Training for teachers on special needs and first aid.	<p>INSET on new format of SEN / Inclusion register to raise greater awareness</p> <p>First Aid courses offered to staff. Teachers of disabled pupils to share good practice and effective strategies.</p>	Teachers better able to meet disabled pupils' needs in accessing curriculum, both with regard to learning disability or learning impairment.	On going	Staff understanding of needs of pupils is enhanced.
5	Reduce essential levels of movement around school	<p>Design timetable to reduce the need for movement around the school.</p> <p>Lessons for those staff with limited mobility are timetabled on the ground floor.</p>	Disabled pupils feel less disadvantaged in moving between classes, including those with temporary disability.	September 2015	<p>Pupils/ staff feel that timetable is more sympathetic to their needs/ condition.</p> <p>Routes around Swallows campus for a child who is visually impaired have been agreed with parents and staff support is in place consistently</p>

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Improving the Accessibility of written information for disabled students (b)

	Target	Strategy	Outcome	Timeframe (completion by)	Goals Achieved
1	Ensure availability of admissions material in alternative formats.	Review current school publications and promote the availability in different formats for those who require it Ensure funding is available if required.	Hard copy school information is now available in alternative formats (large print) where requested.	September 2015 – hard copy alternatives available on request.	Hard copy alternatives now available on request.
2	Ensure availability of key written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats	The school is able to provide written information in different formats when required for individual purposes.	Ongoing process	
3	Make school website clearer to visually impaired students	When re-designing school website take advice on colour/ font/ lay-out to make it more easily read or searched by students/ parents.	Students, both current and prospective, are able to search website quickly and efficiently and without discomfort.	September 2016	Enhanced availability of information for visually impaired students/ those with some level of colour-blindness. Time-scale to tie in with launch of new website.
4	Ensure that students can receive large copy of documents if necessary / coloured overlays are available for those with specific difficulties (dyslexia)	Make sure that students know that the school has facility for reproducing documents in large font format. Ensure that we are aware of any students in this category.	Large font copy is automatically available to those students who require it	Reactive production of documents already in place and available when needed. Proactive production of documents for pupils who have declared a special need is automatic.	Students who need access to large font documents feel supported and able to assimilate information at same speed as others

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Improving the Environment and Physical Access (c)

	Target	Strategy	Timeframe (completion by)	Estimated Cost (£)	Goals Achieved
1	Improve Reception facilities	Install magnetic door holders linked to fire alarm Provide local induction loop at Reception desks on both campuses	September 2016	£500	
2	Encourage parents/ guests at school functions to request Disabled Parking Spaces/ easy access seats	Incorporate changed wording into standard letters to encourage those who need Disabled Parking Spaces/ easy access seats to request them	With immediate effect from the publication of this plan	NIL	
3	Reinstate a library at Swallows Campus sited on the ground floor to ensure maximum accessibility for all staff and pupils	Relocate Year 3 classroom and refurbish room adjacent to main Reception	September 2016	£1500	
4	Improve staff and pupil well-being and sense of belonging within the school community	Staff and pupils with disabilities to be consulted on changes to the physical environment and timetabling to ensure that barriers to access are not inadvertently created	Ongoing	NIL	
5	Improve ease of accessibility to all outdoor spaces on Swallows campus	Where practicable continue to replace outdoor steps between levels with ramps	September 2016 onwards	TBA	