



PRINCE'S MEAD SCHOOL

ACCESSIBILITY PLAN/ POLICY





Mission Statement

Preparing the children of today for the challenges of tomorrow

School Aims

To foster a love of learning

To have high expectations for life in social, academic, creative, spiritual and sporting disciplines

To develop creative and independent children equipped with skills which enable them to rise to future challenges

To provide a caring, nurturing environment in which each child can flourish and feel a sense of belonging

To promote positive relationships with the extended family and local community

To inculcate in the School Community a compassion and empathy for others

Our Environment

We recognise that our buildings and facilities need to be of a high standard which are safe and suitable to the needs of our pupils now and in the future.

Aims of the Accessibility Plan

The School acknowledges its duty towards pupils, staff (teaching and support), parents and guardians, Governors and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, the School acknowledges its non-discrimination and planning duty under the Equality Act 2010.

The School is a selective school and admission to the school depends on the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils.

The School asks parents/guardians to complete the Registration Form and to disclose whether their son/daughter/ward has a disability, special educational need(s) or medical condition. The parents/guardians will then receive a medical form in respect of a prospective pupil requesting further detailed information about their child.

In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.



Where it is practicable to make reasonable adjustments based on the information given and advice received, to enable a prospective pupil to take up a place at the School, and to satisfy criteria outlined above, the school is committed to providing these reasonable adjustments in the Assessment process.

The School will have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.

Where the school agrees to provide additional services, such as specialist teaching with a Special Needs/Support teacher, parents/guardians will be charged for this service at a level which reasonably reflects the cost to the school for providing that service. Details of cost will be provided in writing.

Background to the Accessibility Plan

The School's layout and facilities

The School was opened in 1949 and occupied premises in Winchester.

In 1999, the School moved to its present premises, Worthy Park House, a Grade 2 listed building. All general teaching activities, cooking and dining are carried out on these premises. Worthy Park House is a three storey building with basement and has limited access at ground floor level for wheel chairs and does not have a lift. The ground floor, additionally, has a split level and the access to each of the levels is from different aspects of the building. The building does have a disabled toilet on the lower part of the ground floor.

The Sports Hall was opened in 2003 and is in part two storey. Entry to the building is at the upper floor level. All areas are fully accessible to a wheel chair user as there is a lift from the upper level to the lower ground level. The building contains a disabled toilet.

The neighbouring Coach House was occupied in September 2011 following modification to create 8 teaching spaces.

The Games fields are adjacent to school and have many points of access. There is however a slope down to the Games Fields which should be satisfactory. The Hard Court and Playground are easily accessible.

The School is not required to make physical changes to the existing buildings, but has the will to make reasonable steps to improve access for both the disabled and able bodied of all ages. A pupil with restricted mobility is likely to be put at a disadvantage only in his/her access to certain classrooms. A pupil with severely restricted mobility may be unable to access some of the educational and recreational facilities that the school offers, without additional assistance.



The School has a duty to make “reasonable adjustments” to provide auxiliary aids and services “where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled and has a duty to take such steps as it is reasonable to have to take to provide the auxiliary aid”. Such reasonable adjustments will be child and context specific.

When the school goes off site, it may not be possible to transport a pupil in the School minibus, or in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disabilities will be sought when the need arises.

Accessibility Plan 2015 - 2018

The school will review this plan on a regular basis to evaluate

- The effectiveness of the action taken in the previous school year
- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant pupils needs

Monitoring will be a constant process and the Headmistress and Bursar will make the necessary amendments and discuss planning, budget and other concerns.

The Health & Safety committee may raise action points and these will, in the main, be dealt with by the Headmistress and the Bursar. Information relating to H & S meetings are included in the Bursar’s report to the Governors with any specific points brought to their attention.

When a pupil with special medical requirements and particular disability which restricts mobility around the school site, is offered a place, a committee will be convened consisting of the Headmistress, Bursar, Class Teacher, Head of Learning Support and Matron.

Disabled Pupils Participation in the School Curriculum

With consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following:

Further development of the unified SEN and Disability policy throughout to include:

- Full disclosure of relevant information at transfer
- Regular meeting of SEN teachers and Form tutors to share best practice

A commitment to In Service Training for medical staff to support any pupil with a disability.



Access will be provided for specialist help to occur which is reasonable and practicable.

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. The Headmistress will arrange for assessment to be carried out in a ground floor room and will adapt the assessment papers to suit the pupil where reasonably practicable.

The timetable will be constructed to appreciate any pupil or pupils with SEN or disability and given reasonable consideration to the rooms where accessibility is easier, perhaps away from the Specialist classrooms.

Pupils with SEN or disability will be given additional reasonable time between lessons.

Improvements to the Physical Environment of the School

The building of the Sports Hall has meant that provision has been made for increasing disabled access. Improvement to Worthy Park House and the Coach House will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available.

The School will identify the areas where disabled access to academic sites will need to be improved if this is practicable.

The School will, in its regular fire safety risk assessment, update any evacuation and Muster station plan. It will also consider whether a particular disability might compromise safety in event of a fire.

Any new building will be constructed to be fully accessible to the disabled.

All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.

Diffusing lights will be installed where computer use makes it necessary

Faulty lighting will be replaced within 24 hours wherever possible.

Promote the good practice of the 'buddy' system to help pupils with disability.

Disabled parking bays have now been identified at the front of the school building.



Delivery of Information to Disabled Pupils

The School already caters for SEN and disabled children in many areas. The School will undertake to consider where budgets allow:

For documents to be provided to prospective parents/guardians who have a son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.

All school documents will be available in large print format if requested

To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities

The School will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to enable:

Clear provision of images and text in a large print format

The use of high quality audio/visual material

The easy dissemination of printed handouts of appropriate clarity

Where practicable to enable pupils with hearing difficulties to assess the curriculum by using appropriate technology and equipment

Action Plan

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare



Accessibility Plan 2015 - 2018

The results of Prince's Mead School's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for 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.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.



1. Disabled Pupils Participation in the School Curriculum

Target	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/ medium or long-term)
Ensure comprehensive sharing of information from previous setting, school and parents including copies of relevant reports and assessments	Sharing of information to staff Structured transition to/from the school Meetings with parents/outside agencies as required	Head of Learning Support	Time and commitment	LS Dept will always have all current data on pupil. Comprehensive information on SEND pupils is readily available and easily accessible via the CRL	ongoing
Ensure equipment in all rooms and subject areas is accessible with adaptations made where required following identification of need	i.e. writing slopes to be purchased	Head of Learning Support	HoD's and Support Team support	<ul style="list-style-type: none"> All pupils will be able to make optimum use of equipment and resources Identified pupils to have access to writing slopes 	ongoing Summer '16
Individual plans in place for children as required. IEP format revised and implemented	PEEP(Personal Emergency Evacuation Plan) if required IEPs in place	Head of Learning Support	Time	PEEPs and IEPs always in place and up to date for continual use by all interested parties for the benefit of the pupil.	ongoing



Target	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Staff training on differentiation and inclusion of pupils with SEND	INSET - identification of SEND with relevant training given as required such as dyslexia, dyspraxia, speech & language, V.I., H.I. (list not exhaustive)	Head of Learning Support	Time and cost	Staff fully aware of SEND pupils, areas of need and impact on individuals. Removal of barriers to learning.	Medium



2. Improvements to the Physical Environment of the School

Target	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Audit of the School physical environment to assess possibility of improving disabled access	School audit	Bursar	Time and cost	A careful audit of how access to the School facilities can be improved for those with disabilities will enable suitable improvements to be made	Sept '15
Any new building will be constructed to be fully accessible to the disabled.	New Accommodation Working Party awareness	Bursar	Additional cost	New buildings will meet all standards in respect of accessibility for all pupils	Autumn '17
Resources purchased to improve environment for those with physical disabilities	The purchasing process to routinely consider the needs of those with physical disabilities	Bursar	Buy-in from all those influencing purchasing	New resources will be equally accessible to all pupils	Ongoing



3. Delivery of Information to Disabled Pupils

Target	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/ medium or long-term)
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. Assistive technology in place where required	Software and other technology purchased where necessary. Training for the use of this in place.	Heads of Learning Support and ICT	Budget	All information will be equally accessible to all pupils	Ongoing
Differentiation through use of multi-sensory methods	Purchase of materials to support visual learners i.e. sand timers, visual cues, specialist materials	Head of Learning Support	Budget	All information will be equally accessible to all pupils	Ongoing



<p>Ensure parents/carers with visual disability have equal opportunity to access information from school. Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.</p>	<p>Highlight on all school documentation that goes to parents that it is available in larger print on request.</p>	<p>School Secretary and Admissions Secretary</p>	<p>Time</p>	<p>All published material can be read easily by all who wish to</p>	<p>Ongoing</p>
<p>To ensure the School develops children's awareness of disability.</p>	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school</p>	<p>Head of Learning Support</p>	<p>Time and budget</p>	<p>All pupils' awareness of disability will be further developed.</p>	<p>Ongoing</p>
<p>Ensure clear good communication for any hearing impaired member of the School community is in place</p>	<p>Liaise with H.I. specialist teacher advisor for identified pupils where necessary</p>	<p>Head of Learning Support</p>	<p>Time and budget</p>	<p>Any hearing impaired member of the School community will be confident that they are receiving good clear communication via other mediums if necessary.</p>	<p>Ongoing</p>