Accessibility Plan

Eaton Square Upper School Mayfair

Accessibility Plan 2017-2020

Introductory statement

This Accessibility Plan has been drawn up in and covers the period from September 2017 and August 2020. The plan will be kept under review during this period and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies a sites which has been converted from a house into the current settings. The premises is also Grade 1 listed. This gives us limited ability to provide access as there are stairs leading to various sections of the school. There is limited space within the buildings for lift provision due to the structure of the buildings and the narrow passage ways.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum

- improve the physical environment of the School to increase access to education by disabled pupils

- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached is an action plan relating to the above. This will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus

- Equal Opportunities Policies

- Health and Safety Policy

- Special Educational Needs and Learning Difficulties Policy

- Disability Policy.

The plan will be monitored by the Headmaster. There will be a full review of the plan on March 2020 when a new Plan will be produced to cover the next three years.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Adapting to disabled pupils

Although the status of the building as Grade I listed makes it difficult to make modifications to the fabric of the building, we would ensure that as far as possible, reasonable adjustments were made to accommodate disabled visitors and pupils. This may include but is not limited to:

- Allowing partially sighted pupils to sit closer to the front of the classroom

- Re-timetabling to ensure that, as far as possible, disabled pupils and/or teachers can be taught/teach on the first floor

- Enlarge the font of handouts, presentations and documents if necessary

- Provide disabled pupils with a 'buddy' to assist with day-to-day tasks such as carrying plates and food in the lunch room

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Flexible approach to disabled pupils.	Success of disabled pupils in examinations.

Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?

- are classrooms optimally organised for disabled pupils?

- are lessons responsive to pupil diversity?

- do lessons involve work to be done by individuals, pairs, groups, whole class?

- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?

- do you provide access to computer technology appropriate for pupils with disabilities?

- are there high expectations of all pupils?

- do staff seek to remove all barriers to learning and participation?

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable disabled pupils and visitors to access the ground floor of the School building.	Obtain consents to modifications. Build at least one ramp and handrail.	Minimum of one accessible entrance.	By December 2018	Improved access to ground floor.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	By September 2019	Improved facilities for disabled students and visitors.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase.	Ability of disabled pupils to access all areas of the School.	Complete research by Sept 2018 and implement by Sept 2020	Improved access to educational facilities.

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common rooms allow access for all pupils?

- can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

- are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with Special Educational Needs (**SEN**) and disability; including alarms with both visual and auditory components?

- are non-visual guides used, to assist people to use buildings?

- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?

- are areas to which pupils should have access well lit?

- are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

- is furniture and equipment selected, adjusted and located appropriately?

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats.	On demand	Delivery of information to disabled pupils is improved.
Short term					
Medium term					
Long term					

Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

- do you have the facilities such as ICT to produce written information in different formats?

- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?