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Battlefield Enterprise
Park, Shrewsbury
SY13AF

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Accessibility Plan
Reviewed February 2019
Review date February 2020
Checked by-----
Approved by-----

At The Prepatoria School, sister school and nurseries our core values are; **Respect**-this means respect for all children, families and adults who work and teach here, **Quality**-this means we want to provide the highest quality experience, in all areas for all people, and at all times, **Educational achievement**-this means that we strive to provide a physical and emotional environment in which children can grow and develop to their full potential at their own rate and in their own time, **Uniqueness**-we strive to maintain and add to our unique qualities as we grow, **Professional workforce**-this means that we value the team around the child. We value and respect the role of each of our staff and we are dedicated to promoting their growth and helping them to realise their potential.

In order to ensure that these values can be appreciated by every child we realise that we may need to make changes and amendments to the way in which we deliver our service to ensure that is accessible to those with special education needs or disabilities (SEND)

We have used the Equality Act 2010 to inform this Accessibility Plan and our approach to supporting protected groups and characteristics in respect of pupils (please also see our Equality Policy for more information about protected groups) According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Our Accessibility Plan is designed to support our core values and to ensure compliance with Schedule 10 of the Equality Act 2010. Our plan covers these areas: increasing the extent to which pupils with SEND can access the curriculum, improving the physical environment for the purpose of increasing the extent to which pupils with a disability or need can take advantage of the curriculum, education, benefits, facilities and services. Making changes to the delivery of information, which is readily accessible to pupils for those with SEND.

We believe that this audit will be most effective when carried out when we have pupils attending or wanting to attend The Preparatoria School and we know and understand their needs. Children will present with specific or challenging needs and this will require further audit or amendment to our accessibility plan.

Our Admissions policy and our overriding principal is appreciation of diversity, appreciation of lifestyle choice and an understanding and appreciation of the protected characteristics, defined in section 4 of the Equality Act 2010 as;

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Religion or belief
- g. Sex
- h. Sexual orientation

Here are some of the areas of need we think children may present with, based on our current nursery and pre-school children:

Visual impairment

Hearing impairment

Asthma

Allergies

Eczema

Autistic traits

Below we list some of the areas that we think may need to be reviewed but this list is not exhaustive.

Accessibility audit and plan for the environment.

Item.	Audit findings	Action required.	By whom	Timescale.
Car parking space in front of school.	At the moment there is no allocated disabled car parking space but parking is immediately available outside all buildings. No barrier for visual or hearing impaired.	A Disabled car parking space may need to be allocated in the front of the building in the future.		
Kerb from car park to pavement.	There is a low kerb from the car park to the pavement leading to the school entrance. There is a small ramp to the side of the building which could be used. No barrier for hearing impaired.	The large waste disposal bin is in often left, by Veolia, in front of the ramp. Re-site the bin	G.S	As required.
Access to Reception class room.	The door leads directly off from the main corridor, allowing wheelchair access or easy access for a visually impaired child.	None.		
Moving around the classroom.	The classroom has a number of small zones for small group play. No barrier hearing impaired.	Classroom would need to be reorganised for wheelchair access around the classroom. Furniture arrangement would need to remain constant for a child with visual impairment.	Teacher.	
Access to toilets.	Two small toilets with simple swing doors. One larger accessible toilet, adult size. No barrier for visual or hearing impaired.	The accessible toilet would be easy to use for a wheelchair user. However, the toilet is quite large. A step and smaller toilet seat may need to be added.	Proprietor.	As required.
Access to garden.	Fully accessible from the Reception class.	None.		

Access to the Art Studio	There is a step up from the outdoor space to the Art Studio. No barrier for visual or hearing impaired.	Small ramp required for wheelchair access.	Proprietor	
Access to the kitchen	There is a child gate to the main cooking area of the kitchen. The dining area of the kitchen, also used for cookery classes is accessible for all.	Children with severe allergies may be restricted to accessing the kitchen dependent upon the allergy. We do not have sesame or nuts on the premises but other allergens may be present in the environment. Kitchen staff would need to know if a child with a severe allergy was on site and accessing the kitchen.		
Movement between buildings.	Moving between the Preparatoria School and Infant department, if required, would be possible for a wheelchair user as there are dropped kerbs along each of the pavements. No barrier for hearing impaired.	Visually impaired children would need to be accompanied by a member of staff on a one to one basis. Small children and visually impaired child use the evacuation straps.	Teacher, SENCO.	
Access to off-site Forest School activities	Forest school sites would not be suitable for wheelchair users or visually impaired due to the uneven terrain. No barrier for hearing impaired.	Forest School activities could take place on our own grounds. Off-site activities would require further risk assessment based on the individual needs of the child.		
Access to off-site sports facilities.	These sites have not yet been selected.	These site to be investigated when and if the need arises as there are currently no premises selected for this.	Teacher and SENCO to investigate.	

Accessibility audit and plan for the improving the delivery of information to disabled pupils (which is readily available to pupils who are not disabled)

Item.	Audit findings	Action required.	By whom	Timescale.
Books.	Accessible to wheelchair users. Accessible to hearing impaired children.	We will source a range of books suitable for children with visual impairment or EAL and work with support agencies, SENCO, parents and child to provide appropriate resources. IEP identify specific needs.	Teacher/ SENCO	Prior to the pupil starting school.
Worksheets	Accessible to wheelchair users. Accessible to hearing impaired children.	Teacher and SENCO to liaise to provide materials suitable for visually impaired children and work with support agencies for the visually impaired and EAL, the L.A for translators, the SENCO, parents and child to provide appropriate resources. IEP identify specific needs.	Teacher/ SENCO	Prior to the pupil starting school.
Learning journey	Accessible to wheelchair users. Accessible to hearing impaired children.	We will need to explore different ways to maintain the learning journey for children with EAL and for those who are visually impaired. Staff to work with support agencies for the visually impaired and EAL, the L.A for translators, the SENCO, parents and child to provide appropriate resources. IEP identify specific needs.	Teacher/ SENCO	Prior to the pupil starting school.
Signage	Accessible to wheelchair users. Accessible to hearing impaired children.	Provide signs in other languages and in ways that allow a visually impaired pupil to negotiate the premises and enjoy displays.	Teacher/S ENCO and Proprietor.	As required.
Labels and pictures on resource boxes.	Accessible to wheelchair users. Accessible to hearing impaired children.	Teacher and SENCO to with support agencies for the visually impaired and EAL, the L.A for translators, the SENCO, parents and child to provide appropriate ways in which to label resources to allow for free access.	Teacher/S ENCO	As required
Circle time teaching.	Accessible to wheelchair users.	Teacher and SENCCO to liaise with the appropriate agencies and support services to ensure that children are able to engage fully. This may include teachers and support staff wearing a personal microphone, placing children nearer to the teacher, using extra	Teacher/S ENCO	As soon as the pupil starts school.

		large props or working with smaller groups of children. IEP identify specific needs.		
Interactive whiteboard.	Accessible to wheelchair users.	Teacher and SENCO to liaise with the appropriate agencies and support services to ensure that children are able to engage fully. This may include teachers and support staff wearing a personal microphone, placing children nearer to the teacher, using extra large props or working with smaller groups of children. IEP identify specific needs.	Teacher/S ENCO	As soon as the pupil starts school.

Accessibility audit and plan for increasing the extent to which disabled pupils can participate in the schools' curriculum.

<u>Item.</u>	<u>Audit findings</u>	<u>Action required.</u>	<u>By whom</u>	<u>Timescale.</u>
The Curriculum, excluding Physical Development	The Preparatoria School Curriculum has been written to meet the individual and tailored needs of each child. It is our aim to provide a curriculum which children will access from their individual starting points and they will make progress at their own rate. We have a robust approach to finding out what skills knowledge and characteristics children possess prior to joining the school. From this the teacher can plan exciting topics for children. Small class sizes, additional staff support, and the longer terms means that children will have greater opportunity to learn and develop the required skills over time.	Children with SEND or EAL will have an IEP and the teacher, child, parents and SENCO will work together to ensure that any additional resources, equipment or services are available to ensure full access to the curriculum.	Teacher/SENCO proprietor	Prior to the pupil starting school and on-going
Physical Development.	The garden is fully accessible to a wheelchair user and child with a hearing impairment.	For a child with a visual impairment would mean that the equipment and garden resources would	Teacher/SENCO proprietor	Prior to the pupil starting school and on-going

	<p>Off-site facilities would need to be assessed at the point of planning.</p>	<p>need to be placed in the same place each day. The child might need one to one support dependent upon the level of need. A child in a wheel chair could use the garden but would not be able to use climbing equipment. Adaption may be required to provide appropriate furniture. Teacher, SENCO, parent and child to liaise to create an individual IEP for physical development. SENCO and Teacher to liaise with any other support services.</p>		
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