



Vita et Pax Preparatory School Accessibility Plan

Policy Originator	Head Teacher Mrs Helen Lynch
Governor Responsible	Mr Pushkar Acharya
Status	Statutory
Last reviewed	01/09/2023
Ratified on	
Review period	Annually

This policy is reviewed annually and ratified by the Governing Body.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

Ethos and aims

Vita et Pax Preparatory School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and longterm adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose 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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a disability policy review committee which consists of Mrs Lynch and Mr Acharya and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- 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

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were obtained via means of a questionnaire conducted in September 2023. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. The School's local authority were also consulted during the audit process.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2023/2024. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from the school office.

How the plan is reviewed and monitored

The School's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body at the December and June meetings. There is a formal review of the implementation of the plan at the June meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Accessibility plan of site: Physical environment

Present situation

- Dropped kerb at main pupil entrance allows for access
- Ground floor disabled toilet
- Provision of medical room for unwell children
- Door access points account for width regulations regarding disabled access.

Accessibility plan focus 2023-24

Physical accessibility

- Layout and location of classrooms must be addressed on a needs basis. Timescale as and when class sizes change.
- Proposed ramp access to front of the building – Summer 2024 no immediate need

School understanding of accessibility

Visual accessibility

- Manage lighting within classroom to ensure brightness - Completed Auditory Accessibility
- Manage layout of classroom to ensure student is at front of the room - Ongoing
- Teachers to manage noise levels in classroom - Ongoing
- Student to be provided with visual representations as well as repeats of stated information - Ongoing
SEN lead will regularly meet with parents and external professionals to review how child's needs can be further met.

Examples of current school provision

- Accessible storage

- Accessible displays in some areas
- Large computer screens available
- Sloping boards • Colour overlays
- Differentiation: Work is differentiated according to ability & need
- Within class, the class teacher will plan activities to meet the pupil's individual targets • Work is also differentiated by outcome
- Visual Timetable
- Use of staff only staircase to avoid congestion and for child with mobility issues, safer access from lower to middle floor
- Stability cushion
- Inclusive sports opportunity
- Tracking progress, the School has a clear policy about adjustments
- For any residential activities, the Group Leader will advise the centre of any additional needs of their party and ensure that all needs will be met The Governing Body is committed to equal opportunities and will ensure that pupils and staff are treated equitably in respect of any disability.