



Northbourne Park School Accessibility Plan September 2019 – September 2022

Aims

Northbourne Park School aims to offer the highest quality of teaching, learning and support for all our pupils in the pursuit of academic and personal excellence as well as ensuring their safety and well-being. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. In accordance with the Equality Act 2010, in particular schedule 10, our accessibility plan ensures we maintain an inclusive culture and ethos. The plan is reviewed every three years and incorporates information supplied by consultations with pupils, parents, staff, governors and also outside agencies where necessary.

We have an admissions policy and criteria (*available to view on our website*) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states "*Inspiring in all children the confidence to succeed*".

The accessibility plan focuses on three areas:

1. Increase access to the curriculum for all pupils. This includes teaching and learning and also extra-curricular activities such as the after-school clubs programme and school visits.
2. Improve and maintain access to the physical environment of the school. This may require adding specialist features.
3. Improve the written information to pupils, staff, parents and visitors who require adapted information. The information should be made available in various formats.

Where necessary the school will provide training to maintain the awareness of staff and governors on equality issues with reference to the Equality Act 2010. The staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

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

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

Where some of the required works in the plan are not feasible within a given timeframe, these items will be included in subsequent plans. An accessibility audit will be carried out at the end of each three year period in order to inform the next stages of development. The Plan is monitored by the F & GP committee. The Accessibility Plan will be published on the school website.

Physical layout

Within the limitations imposed by historical buildings which are not capable of modification, we ensure that all buildings are physically accessible as far as possible. All buildings are accessible by wheelchair at ground level, although a number of entrances and doorways are constrained. The school has a moveable ramp to allow wheelchair access and egress through the main front entrance and to the Music Suite. The corridors are sufficiently wide enough for wheelchair users. Accessibility requirements are regularly reviewed and taken into account in all works carried out to improve or upgrade facilities.

The school car park allows reserved parking in several areas (both at the front and the back of the school) for dedicated disabled parking. There are disabled toilet facilities in the Sports Hall and Girls boarding house.

Any major works for new and refurbished buildings take full account of accessibility requirements.

The school has internal emergency signage and escape routes are clearly marked.

Public Access

The school holds a number of events and other activities open to the public. Risk assessments are carried out for each event and accessibility requirements are taken into consideration in the planning of all events at the school.

Pupils and Staff

Northbourne Park provides for pupils with statements, looked after children, pupils with English as an additional language and children with physical disabilities. Children with Individual Education Plans are monitored and their progress is reviewed regularly. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities. We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he or she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Northbourne Park School. We regularly review our staff's needs to ensure these are being met.

At Northbourne Park we have a Health and Safety Committee as well as an Education Committee which review access, disability and inclusivity. The committees jointly:

- review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- 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
- assist in preparing the school's disability inclusion, SEN and learning support policy
- assist in preparing the school's accessibility plan
- review such plans and policies as necessary and on an annual basis

Action Plan

The following has been carefully considered by the school 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

The results of Northbourne Park'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.

Curriculum Accessibility					
Target	Action Required	Lead	Resources / cost	Success criteria	Timescale
To review intake of new pupils every September	To identify pupils who may need additional provision	HM, EYFS Staff, SENCO	None	All new pupils' needs identified and shared with staff	Before every new academic year
To review all statutory policies to ensure they reflect inclusive practice.	Review the school's existing policies	HM, SMT	None	All policies updated	On-going
To meet the educational needs of all children.	Termly training to all teaching staff to ensure effective differentiation.	DoS, SENCO	None	Children are set work pitched at their ability	On-going
To meet the educational needs of all children.	Review the teaching assistant provision.	HM, Bursar, SENCO.	Staffing budget	Staffing provision meets the needs in every class.	On-going plan
To ensure all the pupils' educational needs are met.	SMT carry out book audit to monitor type of work set	SMT	None	Children are set work pitched at their ability	On-going
To maintain close link with outside agencies for pupils with health needs.	Effectively co-ordinate all necessary stakeholders	School Matron, other school staff where required, outside agencies.	None	All required stakeholders are aware of the individual pupil's medical and health needs	On-going
Gifted and Talented pupils	Develop G & T register to inform teaching and planning.	SENCO	None	Teaching and Planning takes into account individual pupil strengths.	On-going
Assessment information	Development and centralising of assessment data for all pupils	HM, DoS, Head of Pre-Prep	None	Assessment data informs planning in more detail.	Om-going

Physical Environment					
Target	Action Required	Lead	Resources / cost	Success criteria	Timescale
Enable disabled access to toilet facilities in the main school building.	Look to convert one of the toilets with full disability access in the main school building.	Bursar	tbd	Access to a disabled toilet	Review
Enable disabled access to toilet facilities at the Pre-Prep.	Review and locate suitable location to convert one of the toilets with full disability access	Bursar	tbd	Access to a disabled toilet at the Pre-Prep.	Review
Improve physical access to the Pavilion	Mobile wheelchair ramp to the terrace	Bursar		Access to the main Pavilion	Easter 2017
Create a visually stimulating environment.	Regular update of displays around the school that are child friendly.	All teaching staff	None	Displays create a child friendly atmosphere in all areas of the school	On-going
Inclusion of all pupils with and without a disability.	Create access plans for individual children with a disability. Communicate this plan to the parents of the pupil.	Tutor, SENCO, School Matron	tbd	All pupils are able to participate in the activities offered by the school.	On-going

Communication					
Target	Action Required	Lead	Resources / cost	Success criteria	Timescale
To ensure written information is accessible to pupils, parents and visitors	Consistent use of font style and size in communication home and in marketing literature	HM, Admin staff	None	Consistent layout in letters and marketing material	January 2016 onwards.
To review sharing of pupil records amongst staff to ensure awareness of any disabilities	Records passed on to tutors before start of each academic year	All staff	None	All staff aware of pupil needs	Before the start of each academic year.
Communication of SEN records: To update and track pupil progress and share information with staff	SENCO updates pupil records on intranet and guides all staff to refer to records	SENCO	None	Staff have access to up-to-date pupil information	Before the start of each academic year and on-going.
Medical information	School matron to keep all staff updated with pupil medical information through one to one discussions and staff meetings	School Matron	None	Staff are up-to-date with pupil medical information	Before the start of each academic year and on-going.
To develop and maintain effective communication with parents	Identify pupils with individual needs. Regular communication to parents	HM, SENCO, School Matron, Form tutors	None	Communication to parents is regular and effective keeping them updated.	On-going
Children diagnosed with Autism or Asperger's	Use of visual flashcards to communicate instructions and timetable to the pupil	SENCO, Specialist teacher	None	Pupil understands instructions through looking at flashcards	On-going