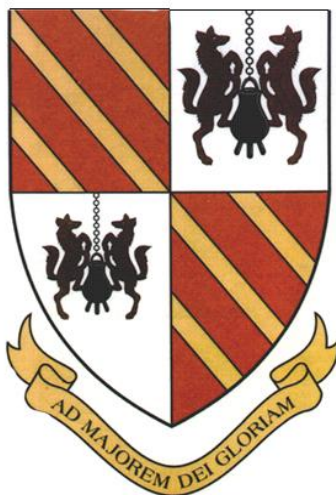


Loyola Preparatory School Accessibility Policy and Plan 2022~2025

“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”



*Ad Majorem Dei Gloriam
To the Greater Glory of God*

Reviewed	November 2022
Next Review Due	November 2025

Aims

The purpose of this plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

To reduce and eliminate barriers to access to the curriculum promoted and to promote full participation in the school community for pupils, and prospective pupils, with a disability.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Legislation and Guidance

Schools are required under the Equality Act 2010 to have an accessibility plan.

This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Plan

This plan is resourced, implemented, reviewed and revised in consultation with the head teacher, Governors and relevant parents, members of staff and external partners. It will be reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Current Good Practice

Aim 1: Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: self-esteem and peer relationships. Policies and procedures are in place to ensure that these issues would be dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc. The school works closely with specialist services, for example occupational therapists in order to fully meet the needs of individual pupils.

Aim 2: Physical Environment

One of the obvious problems which the school has (in common with many other schools) is its lay-out which consists of three wings of up to four stories high and without lifts, which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for certain subjects, based on the valid ground of having all the facilities for one subject in one place and for particular year groups based on the need of having all appropriate furnishings and resources in the same place. This can require pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost.

Ramps have been installed to allow entry into the school via the Palmerston Road entrance and to allow for wheel chair access into the ground floor of the 2003 wing and 1960s wing. Ramps also allow for access into the school playground and (dining) hall. A new, wide walkway was installed in 2021 to allow wheelchair access via the Russell Road entrance into the (dining) hall. The Hall and Dining Room are on the ground floor. The 2003 wing contains a disabled toilet facility and doors that are wide enough for wheel chair access. There is no wheel chair access to upper stories including the I.C.T. suite and Nicholson Suite.

If required, the current Lower Kindergarten or Reception classroom could be converted to serve as a form room for a class including a pupil with mobility disabilities (with an EYFS class having to be moved to another ground floor room so as to meet the Early Years statutory requirement for regular access to an external play/activity environment). The current intervention room could likewise be converted although concerns would arise from the size, position within the school and smaller toilets within the classroom. We would not want to consider placing a class of 3 year olds on an upper story and therefore not meet the statutory requirements for the Early Years Foundation stage. The other ground floor facility is the hall which is designed for dedicated and specialist use that could not be replicated easily within the site. It would be difficult to cater for more than two year groups with pupils who have a wheel chair based disability as there are no other ground floor classrooms available and no reasonable adjustment that would allow for upper floor classrooms to be used. There are currently no hearing loops installed within the school. Future structural upgrading can take this into consideration.

In January 2017 the school completed the build of an additional storey with a mansard roof, on top of the existing 60's classroom teaching block. This created two extra teaching classrooms for the use of predominantly Art and Science teaching as well as a top floor unisex toilet. A new opening was created allowing access between the new classrooms and the main school building by creating a walkway through and into the Edwardian block. Access can now be gained via the Edwardian staircase as well as the 60's block staircase and also through the outside, central emergency staircase.

The provision of the 2 top floor classrooms has freed up the 'old' practical room which has now been adapted to a classroom for EYFS. If and when necessary it could be a base class for a pupil with a mobility disability with some minor works adding a small ramp to the outside door and widening the internal doorway by expanding the width of the doorframe. From this room and on the same level is an EYFS classroom, the main hall for assembly & dining and a unisex accessible toilet. Disabled access to this classroom is from the rear playground via the ramps leading from Palmerston Road directly to the external entrance. Pupils with mobility disabilities in this context will be provided with a class assistant as arranged by the SLT to work with them on practical projects if the remainder of the class are being taught on an inaccessible area in school; but the introduction and explanation of the project will be delivered in the ground floor classroom beforehand.

The SDP is reviewed regularly by the school governors and managed by the Head and the members of the SLT. Professional advice concerning the options for substantive alterations to the school premises would be sought from a qualified architect.

Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil, parent or staff member. Such adjustments may include (but not limited to):

- Installing low gradient ramps for easy access on the ground floor;
- Allocating a classroom on the ground floor;
- Specialist seating or any other relevant classroom resources or equipment.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of pupils, staff and visitors.

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. All corridors are wide and there are no issues walking around school safely for any person in a wheel chair. We have rails where there are steps and slopes to access all aspects of the school grounds. The building is all on one level and so in general does not cause any particular difficulties. There are two disabled people's toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails. Both the disabled people's toilets have a hand rail, an emergency pull cord and easy use taps. One of the toilets includes a hoist and changing table. All classrooms have fire exits which can be used for all pupils. All classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

Aim 3: Information

Emergency signage around the school is all in place. To ensure that disabled pupils may access written information, the Bursar and Caretaker facilitate the posting of signage and important notices at appropriate heights as needed. Notices in braille will be installed as required.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

Action Plan

Aim 1: Increase access to the curriculum for pupils with a disability

Objective	Strategy	Person Responsible	Timescale	Success Criteria
To comply with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Kirsty Anthony Chris Brown Sarah Jeffs All Subject Leads	Ongoing	All policies clearly reflect inclusive practice and procedure
Ensure the school is able to accommodate the needs of new SEND admissions	<p>Effective communication between the school and various agencies regarding information about new admissions to the school.</p> <p>Seek to provide appropriate training for teachers and support staff who are responsible for pupils with SEND - prioritise according to current needs.</p>	Kirsty Anthony Sarah Jeffs	Ongoing	<p>Staff have a greater expertise to meet the needs of pupils with SEND with regards to accessing the curriculum.</p> <p>Pupils with SEND well supported</p> <p>Parents and carers of pupils with SEND well supported</p> <p>Staff expertise is raised</p>
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND and how to support them to access the curriculum	<p>Staff transition meetings in the summer term to share information</p> <p>Create and update provision maps showing the overview for each year group and individual pupil's need</p> <p>Small group or individual interventions with the SENDCO or TA</p>	Kirsty Anthony Sarah Jeffs All Staff	Ongoing	<p>Staff are aware of the needs of pupils in their class and how to support them</p> <p>Pupils with SEND well supported</p>

	<p>Formal streaming takes place for English and Maths from Prep. However tasks and expectations will be amended according to individual needs whilst still providing a broad and balanced curriculum</p> <p>Collaboration with outside agencies and parents to ensure appropriate support strategies are used</p> <p>In consultation with parents, a BCCS counsellor is available</p> <p>Staff training as required</p>			
<p>To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs</p>	<p>Audit of resources and training needs</p> <p>Update and invest in any new resources which offer greater access to the curriculum for identified children across the school</p> <p>Staff training identified – internally and externally</p>	<p>Kirsty Anthony</p> <p>Sarah Jeffs</p> <p>All Staff</p>	Ongoing	<p>Access to the curriculum improved through the use of good quality resources, interventions and adaptations</p>
<p>To review the attainment of pupils with SEND regularly through whole school tracking systems.</p>	<p>Discussions to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP</p>	<p>Kirsty Anthony</p> <p>Sarah Jeffs</p> <p>Sharon Joyce (assessment lead)</p>	Ongoing	<p>Analysis shows that expected progress has been made by all pupils</p> <p>Provision has been reviewed</p>

	<p>Attainment of SEND children to be analysed termly through Sonar</p> <p>IEPs/One Plan targets are SMART and achievable to track small steps of progress</p>	Class teachers		<p>and amended based on needs of pupils</p> <p>Progress towards the IEP targets has been achieved.</p>
Ensure PE curriculum is adapted to enable children with disabilities to work alongside peers	<p>Effective communication between the school and various agencies (e.g. OT)</p> <p>Seek to provide appropriate training for PE staff – prioritise according to current needs</p>	<p>Kirsty Anthony</p> <p>Sarah Jeffs</p> <p>Chris Brown</p> <p>Ollie Morah</p> <p>Felix Leonard-Fox</p> <p>Gerry Scannell</p>	Ongoing	Pupils with SEND access a full physical programme and PE curriculum
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc	<p>Pre-visit assessment of suitability</p> <p>Risk assessment completed before trip is agreed</p> <p>Venues will be asked for their accessibility options for pupils with disabilities</p>	Class teacher	Ongoing	<p>Broad and balanced curriculum offered alongside peers.</p> <p>Equal opportunities for disabled pupils to participate in off-site activities</p>
Ensure reasonable adjustments are made for assessment and examinations as a part of everyday practice	<p>Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school and for all our internal exams.</p> <p>We will enforce all reasonable adjustments in examinations as recommended by a specialist</p>	<p>Kirsty Anthony</p> <p>Chris Brown</p> <p>Sarah Jeffs</p> <p>Class Teachers</p>	Ongoing	Reasonable adjustments are made according to individual circumstances and need

	report e.g. Ed Psych that are supported by the evidence of standardised data, which falls within the JCQ guidelines			
To review extracurricular provision and develop/ensure accessibility for all pupils.	Monitor club members Meet with club Leaders Ensure accessibility and improve where possible	Kirsty Anthony Sarah Jeffs Club Leaders	Ongoing	All extracurricular activities are organised to be accessible to all pupils in school

Aim 2: Improve and maintain access to the physical environment

Objective	Strategy	Person Responsible	Timescale	Success Criteria
Ensure that disabled access to the building and its facilities is maintained.	Regular access audits to the building and its facilities carried out by the School Premises Manager Indoor Assess needs of pupils and make reasonable adjustments to the physical environment. Plan classrooms accordingly Maintain good working order of all disabled toilets and facilities Outdoor Maintain good up-keep of all areas to allow easy access Seek pupil views through School Council on improving play areas	Danny Sparks Kirsty Anthony Laura Lawless Maria Rosario All Staff members	On-going	The environment is suitable for pupils with SEND entering school Classroom environment is accessible and meeting the needs of pupils wherever possible

	Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes			
To ensure risk assessments are in place for key pupils	Up-date Risk Assessments for all pupils and share with staff Monitor risk assessments and adapt if needed to meet children’s needs	Kirsty Anthony Sarah Jeffs All Staff	On-going Reviewed Annually	All staff aware of risks Pupils safely access the school grounds and curriculum Risk Assessments are understood and followed up
To ensure classroom environments meet the needs of pupils	Environment monitoring to take place on a regular basis Needs of the child to be carefully thought through and classrooms adapted accordingly Seek views of children	Kirsty Anthony Sarah Jeffs All Staff	On-going	Access to the curriculum improved through the use of good quality resources, interventions and adaptations
To continue to develop the playground facilities for all children	Rudiments and Figures play leaders to support the younger boys with games at lunch time. Provide a wider range of play resources for playtime/lunchtime to create more choice Involve the school council to share their ideas	Kirsty Anthony Sarah Jeffs All Staff	On-going	Inclusive play areas All children will enjoy their playtimes by engaging in a wide range of play opportunities Resources are used and are accessible for all

Aim 3: Improve the delivery of information to pupils with a disability

Objective	Strategy	Person Responsible	Timescale	Success Criteria
Ensure availability of written material in alternative formats	<p>The school will make itself aware of the services available for converting written information into alternative formats</p> <p>Issue documents in a clear font of size 12 or larger if requested.</p> <p>Alternative formats can be supplied upon request.</p> <p>Internal signage and pictorial /symbolic representations are used throughout the school.</p>	All Staff	Ongoing	<p>The school will be able to provide written information in different formats.</p> <p>Visual and written environment offers support and is consistent around the school</p>
Up to date records are kept to ensure school is fully aware of any disabled children/parents and their medical needs	Medical forms, Health Care Plans and provisions are monitored and kept up to date	<p>Kirsty Anthony</p> <p>Kathryn Baker (first aider)</p> <p>All Staff</p>	Ongoing	<p>All staff are aware of the medical needs of SEND pupils in their class</p> <p>Records are kept up to date</p>

Admissions

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the schools aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents of a prospective disabled pupil are asked to disclose information about the disability at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Pupils will not be prevented from entry due to disability although specialist advice will be sought in relation to the school's ability to make reasonable adjustments that will be to the advantage of the prospective pupil concerned in the case of pupils with severe mobility or sensory difficulties. Whilst pupils are not ability tested at the point of entry into the Early Years Foundation Stage, pupils entering Reception and above are routinely subject to initial assessment. Provision will be given to ensure that disabled pupils have sufficient opportunity to be assessed as equally as any other candidate. As appropriate, parents will be invited to either support their own child or bring in specialist support and where literacy and numeracy are assessed (from year 1 onwards) materials will be modified according to candidates (following specialist advice) needs including, for example:

- access to a lap top to aid writing,
- the provision of increased sized text,
- the use of interactive white boards and tablet computers to enlarge texts and images.

Existing Pupils

- The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.
- Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (2018).