

Accessibility Plan

Daffodil Preparatory School

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AIMS OF THE ACCESSIBILITY PLAN

This plan outlines how Daffodil Preparatory School (DPS) aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe and in ways that are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the DPS must have regard for the need to allocate adequate resources in the implementation of this strategy.

The BOD also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- BOD.
- External partners.

THE ACCESSIBILITY AUDIT

- 1.1. The BOD will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the BOD will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the BOD will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the BOD will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the BOD will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

ACCESS TO CURRICULUM – ACTION PLAN

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	
Intervention training for support staff	SENCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual assessment	Pupils needs reviewed and being addressed.	
Training for teachers on differentiating the curriculum for disabled children as required.	Headteacher / SENCO	Ad hoc	Teachers are able to fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff completed training for specific needs.	

ACCESS TO THE PHYSICAL ENVIRONMENT – ACTION PLAN

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Headteacher/ Caretaker/ SENCO		The environment is adapted to the needs of pupils. The main entrance has a ramp for wheelchair use, leading to a lift area. A lift is available for access to each floor (for pupils to use under supervision only).	
Maintain a disabled access toilet	Headteacher / Caretaker		A disabled access toilet is available on each floor.	
All new internal doors accessible for wheelchair users.	Headteacher		There are accessible doors on each floor.	
Ensure easy access to Medical Room	Headteacher/SEN CO		Where pupils feel unwell, they will be escorted via the lift to the medical room on the 3 rd floor.	

ACCESS TO INFORMATION – ACTION PLAN

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher	Ad Hoc	Pupils are able to navigate the school regardless of any disability	
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Hearing impairments	SENCO	Ad Hoc	Ensure pupils have hearing aids when attending lessons.	
Visual impairment and those who require large print in lesson	Teacher/ SENCO.		All pupils who require large prints, should be given preference to sit at the front to have access to the whiteboard	

