



The  
**Ursuline**  
Preparatory School Ilford

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## SCHOOL ACCESSIBILITY POLICY

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(March 2024)

## The Ursuline Preparatory School Ilford Accessibility Procedures

To live and learn in harmony,  
Caring for each other;  
Treating everybody as a sister and a brother;  
Reflecting Christ's actions and His message too,  
By striving for excellence in all that we do.

## School Accessibility Plan

### **Introduction:**

From October 2010, The Equality Act replaced most of the previous Disability Discrimination Acts (DDA) of 1995 and 2005. However, the Disability Equality Duty found within the DDAs continues to apply.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities." Key Objective: To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles:**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;- The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services on not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to: -

Confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Activity:**

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

#### **a) Education & related activities:**

The school will continue to seek and follow the advice of the DfES and other independent schools advisers, and of appropriate health professionals from the local NHS Trusts.

#### **Key Objective:**

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

#### **b) Physical environment:**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings etc.

The school recognises disability for medical reasons as a special need and will operate the following measures in conjunction with specialist advice sought and received and the contents of any Education Healthcare Plan (EHC) or Individual Education Plan (IEP): -

**Hearing Loss:** if pupils can lip read, they shall be placed in close proximity to the teacher who will ensure good eye contact. If necessary staff will make use of amplification devices wired into pupils' ear receivers. Staff will ensure that pupils have access to copies of notes provided in class. The school will seek to liaise with the L.E.A. for the provision of a suitably trained L.S.A. to support the pupils around the school.

**Sight Loss:** arrangements will be made that as far as is possible pupils who are entirely blind are maintained in the same classroom to which they have easy access. The school will seek to liaise with the L.E.A. for the provision of a suitably trained L.S.A. to support the pupils around the school or when using the lavatory.

**Immobility** (either permanent or transient): arrangements will be made that as far as is possible pupils who are immobile are maintained in the same ground floor classroom to which they have easy access. This would need to be either the current Reception, Nursery or Year 1 classroom. The school will need to liaise with the L.E.A. to support the pupils around the school or when using the lavatory.

**Contenance:** arrangements will be made that as far as is possible pupils who are incontinent will be supported by the school. Where there this is a diagnosed medical problem an IEP will be drawn up with both staff and parents in order to support the child. The school will seek to liaise with the L.E.A. to support the child.

**Allergic reactions (e.g. to nuts):** records are kept from disclosure on the school's medical forms received at the point of entry of pupils with allergies and are shared with the caterers. Staff have been trained in the application of epi pens which are kept for this purpose in school as provided by the parents. Children with epi pens are asked to keep them on their person at all times.

**Asthma:** arrangements will be made that as far as is possible pupils are responsible for administering their own medication i.e. Ventolin inhalers. It is the responsibility of all staff to ensure that pupils have their medication when off site.

**Epilepsy:** arrangements will be made that as far as is possible pupils who suffer from epilepsy will be supported by the school.

**Diabetes:** arrangements will be made that as far as is possible pupils who suffer from diabetes will be supported by the school. The school will seek to liaise with the staff and parents to draw up a care plan, which will form the basis of an I.E.P.

The school will support as far as is possible any child who has a diagnosed medical condition, in order that they can access the curriculum.

### **c) Provision of information:**

The school will make itself aware of local services and information provided by the DfES for providing information in alternative formats when required or requested.

### **Action Plan:**

See Appendix 1

**Linked Policies:**

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- staff development plan
- building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

## Appendix 1

### Accessibility Plan – The Ursuline Preparatory School Ilford

#### 1. Introduction

This Accessibility Plan is designed to ensure that our school complies with the Equality Act 2010 and is committed to improving accessibility for students, staff, and visitors with disabilities. The plan outlines the steps we will take to increase the ability of all individuals to access our facilities, curriculum, and information.

#### 2. Aims and Objectives

Our school aims to:

- Ensure full participation of students with disabilities in the school community.
- Remove barriers that may prevent access to education and services.
- Make reasonable adjustments to accommodate individual needs.
- Promote an inclusive and supportive learning environment.
- Regularly review and update accessibility provisions.

#### 3. Key Areas of Accessibility

##### 3.1 Access to the Physical Environment

We are committed to ensuring that the school's physical environment is accessible to all. Actions include:

- Ramps, lifts, and handrails **where required**.
- Accessible toilet facilities and a hygiene space.
- The school be aware of the access needs of disabled pupils and all stakeholders. An access plan for individuals to be created as required
- Clear signage for those with visual impairments **where required**.
- Evacuation plans that include provision for students and staff with disabilities **where required**.

**Timescale** – As requires/ongoing/in some instances when funds allow.

### **3.2 Access to the Curriculum**

We strive to provide an inclusive curriculum that meets the diverse needs of all learners. Actions include:

- Adaptive teaching strategies to support students with learning difficulties.
- Availability of assistive technology (e.g., screen readers, magnifiers, voice-to-text software), where required.
- All education visits to be accessible to all pupils. Develop staff understanding regarding the relevant risk assessment documentation.
- Training for staff on inclusive teaching and reasonable adjustments.
- Support staff available for one-to-one and small group interventions.

**Timescale** - As required for all

### **3.3 Access to Information**

We ensure that information is available in accessible formats. Actions include:

- School communications available in large print, Braille, and audio formats upon request.
- Use of simple language and pictorial representations for those with cognitive disabilities.
- Ensuring that the school website and digital resources comply with accessibility standards (upon request).
- Provide all information and communication ensuring it is accessible to all. Ensuring the headlines of the school information is understood by all users.

**Timescales** – as required/ ongoing.

## **4. Staff Training and Development**

We are committed to ongoing training to raise awareness of accessibility issues. This includes:

- Regular CPD sessions on supporting students with disabilities.
- Specific training for staff working with students with sensory, physical, and learning disabilities.



## 5. Monitoring and Evaluation

The Accessibility Plan is reviewed annually by the Senior Leadership Team and the Governing Body. We monitor progress by:

- Gathering feedback from students, staff, and parents.
- Conducting accessibility audits.
- Adjusting strategies based on identified needs.

## 6. Implementation and Review

This plan is implemented by the Headteacher/SENCO in collaboration with relevant stakeholders. A full review will be conducted every three years, with adjustments made as necessary.

**Date of Approval:** March 2024

**Review Date:** March 2025

**Created by:** Headteacher



- Miss N Boyce

**Approved by:** Governing Body

**Date of Plan:** March 2024

**Date of Review:** March 2025

**Member of staff responsible:** Head Teacher /Health & Safety Manager

**Governor(s)/Committee(s) responsible:** \_\_\_\_\_

**The following were consulted on the draft plan:** Staff & Governing body

**The plan was approved by the governing body on:** March 2024

**The plan is also available in the following formats, on request to [the Head Teacher]:** Braille, Various languages, Large print

**(e.g. e-mail; enlarged print version; etc.....)**