Accessibility Plan

Horris Hill Preparatory School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have an admissions policy and criteria which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

The school will review its accessibility with regard to the Equality Act 2010, and particularly Schedule 10 of that Act.

Horris Hill Preparatory School is always prepared to increase the accessibility of provision for all pupils, staff and visitors to the school.

The school will consider relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
1. School Prospectus
2. Equal Opportunities Policy
3. Health and Safety Policy
4. Learning Support Policy
5. Curriculum Policy

Developments will be considered by the Headmaster, Bursar and Deputy Headmasters.

The following have been carefully considered by the school and are 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 Horris Hill Prep School's continuous monitoring of the above has informed the action plan below.

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the school of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Three Year Accessibility Plan

Increasing Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Monitor staff training requirements	All teachers are able to more fully meet the requirements of all children's needs with regards to accessing the curriculum	Ongoing	All staff, not just some, respond positively and effectively to the need to cater to a child's specific needs
Investigate technological solutions to curriculum access issues	Engage the ICT support provider in reviewing all aspects of technical support, such as voice recognition software etc.	Staff understand how such tools would fit into their teaching practice and how they might benefit all pupils.	Ongoing	Technical solutions to curriculum access issues are forthcoming, and positively viewed
Assess the changes required for a pupil with a disability.	As soon as the need arises, review the specific needs for a pupil, or prospective pupil with a disability, in terms of basic daily living skills, relationships and future aspirations	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available	Immediately the requirement arises	The pupil is able to access the curriculum. There is evidence of progress and development
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Evolve is used in the planning of all trips	Activities are planned to increase staff awareness of pupils with disabilities	Ongoing	All trips are planned using Evolve
Training for Awareness Raising of Disability Issues	Include awareness training in staff Inset	Third parties address the staff on disability issues: lack of sight, hearing and mobility being the priorities	As need arises	That the school is well informed about the needs of any child with a disability as it arises and responds quickly to the requirements of that child

Improving the Physical Environment of the School

Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the Curriculum
To improve access to designated areas over time	Physical audits of the school will continue to be carried out. Teaching and welfare spaces will be given priority.	Bursar to meet with any disabled staff, pupils and parents there may be.	Ongoing	That, wherever practicable, access to all school rooms is improved.
Developments will be designed with accessibility as a priority	Advice from architect, RNIB and other external experts	Physical access to the school is improved	Ongoing	New buildings provide improved access
Full reviews will be carried out in response to a disabled pupil applying to the school.	Bursar, SLT and third parties (if necessary) will positively review the use of rooms to adapt them for the needs of a pupil	Alteration of rooms as necessary	As arising	Unproblematically, a new pupil is able to start at the school who would have otherwise struggled

Improving the Delivery of Information

Target	Strategy	Outcome	Timeframe	Achievement
Raise the awareness of adults working at and for the school on the importance of good	SMT and Bursar continue to prioritise communication, improving systems, staffing levels and expertise	All communications are made quickly and effectively	Ongoing	All children and their parents benefit from smooth communication both internally and externally

communications systems.				
Review documentation with a view of ensuring accessibility for pupils with visual impairment	The school will investigate the methods for creating large format copies of school documents.	Such documents can be created easily by all staff	As need arises	A visually impaired child, or parent, can easily access the HH curriculum and/or other documents
Investigation into the possible availability of written material in alternative formats	Engage the ICT support provider to investigate electronic versions of all documents, and voiced versions	Alternative methods of presenting HH documentation are found	As need arises	A family with specific requirements receive all documentation in a format that allows them easy access