



ST BERNARD'S PREPARATORY SCHOOL
ACCESSIBILITY PLAN
APRIL 2018-APRIL 2021



3 Year plan for compliance with Schedule 10 of the Equality Act 2010 covering the period: April 2018 – April 2021

This plan applies to the Preparatory School including the Early Years Foundation Stage (EYFS).

Introduction

The Disability Discrimination Act 2005 places a duty on all public bodies to promote disability equality. This Plan is our school's response to this duty.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, under Part 4 of the DDA, the Governing Body has had three key duties to disabled pupils, under Part 4 of the DDA:-

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:-

- Increasing the extent to which disabled pupils can take part in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery of information to disabled pupils



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It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. St Bernard's Preparatory School has adopted this accessibility plan in line with the school's **SEN Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Definition of special educational needs

In this plan, 'Special Educational Needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

At St Bernard's Preparatory School our aim is to offer the highest quality teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special



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educational needs (SEN) and/or disabilities can bring to school life. St Bernard's has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). This accessibility plan provides an outline of how the school manage this part of the SEND provision.

Please refer to our **SEN Policy** for an outline of our full provision to support pupils with SEND.

How St Bernard's Preparatory School will manage disabled access

- The school is aware that anyone may present a disability at any time
- The school will seek to promote positive attitudes to disability by modelling respectful attitudes and by using positive images of disabled people in book and other materials
- When pupils/staff/volunteers join the school information will be gathered and treated confidentially for the purpose of making appropriate, beneficial adjustments to promote and secure disabled access. Information also needs to be gathered with respect to staff and pupils who currently work and attend the school
- The school will endeavour to ensure that disabled people are not treated less favourably for reasons connected with their disability
- School facilities are checked regularly by the Bursar and the Headmaster to ensure that they are accessible to people with disabilities
- The school seeks for opportunities for improvement of disabled access during routine maintenance work
- When school refurbishment is planned, the Strategy Group (Governors and Advisers) will consider the needs of disabled people and accommodate them in the design wherever possible e.g. widening of classroom doors to accommodate wheelchair access
- Additional consideration is given to the requirements of pupils with special educational needs e.g. classroom equipment/resources
- Consideration is given to the way written formal information is presented
- Cleaning and maintenance works are carried out when the fewest people are in the building and signs are used to warn of hazards



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Achievements

- The car park signage was refreshed to accommodate additional car parking spaces and the disabled car parking space was more clearly highlighted to ensure accessibility (physical)
- Teaching Assistants were allocated to behaviour and curriculum support for children with specific learning difficulties (curriculum).
- Training needs were identified and addressed for staff as necessary (curriculum)
- Provision for extra / additional support on educational visits was made to ensure equal participation for all children (residential trip- June 2015)
- Additional laptops have been purchased for use by children with SEND and are now being used effectively e.g. the use of Wordshark to support specific children (curriculum)
- Improved external lighting- car park (physical)
- Ramp at front of school refurbished (physical)
- Improved signage regarding fire and evacuation (physical)
- Fully funded a personal frequency modulation system for a child with auditory processing difficulties (curriculum)
- Adapted provision and practice to accommodate a child in the nursery with a tracheostomy (curriculum)
- Fully support a child who has type 1 diabetes allowing him to access the curriculum and the wider curriculum (curriculum)
- Fully support a child who has febrile convulsions allowing him to access the curriculum and the wider curriculum (curriculum).
- The playground has been extended and large areas cleared in order to make the area more accessible. The inclusion of a flat 'astro-turf' surface means the area can be used by all.



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<p>IMPACT ANALYSIS Continue to ensure all policies consider the implications of disability access.</p>	<p>Analyse impact of Behaviour Policy, Educational Visits, Anti-Bullying and Health Policy etc. in relation to pupils with disabilities. Involve School Council in review process if appropriate. Consult staff on proposed changes. Consider the needs of specific children in school who have SEND and medical issues. Review policy and practice accordingly. Ensure all new policies consider the implications of disability access. Review all policies as part of the rolling programme. Ensure subject co-ordinators consider the implications of disability access when they are reviewing policy, practice and resourcing.</p>	<p>Continue review of policies as part of the rolling programme. All policies to be reviewed by or before the review date.</p> <p>On-going.</p>	<p>Time allocated to review policies.</p> <p>Time allocated to Pastoral Assistant Head to review SEND and medical needs.</p>	<p>Co-ordinators Pastoral Assistant Head Bursar Headmaster</p>	<p>SLT Governors</p>	



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<p>ACCESS TO WIDER CURRICULUM Ensure, that as far as possible, new activities planned for the wider curriculum are accessible to all.</p>	<p>Audit participation in extra-curricular activities and identify any barriers. Review any new activities and clubs provided by outside agencies and ensure that, where possible, they are accessible to all. Provide specific training for staff who coach after school sports provision in order for children with particular medical needs to attend, including attending away matches.</p>	<p>Ongoing</p>	<p>TA support</p> <p>Time allocated to Pastoral Assistant Head to review access to the wider curriculum with HC.</p> <p>Training provided by Frimley Health- June 2018. 5 Staff. (Seizures, Emergency Action)</p>	<p>HC SLT Pastoral Assistant Head</p>	<p>SLT Governors</p>	
<p>To ensure educational excursions are accessible to all.</p>	<p>Ensure children with disabilities are discussed as part of the pre-trip meeting and at the planning stage. Identify ways to ensure that as many aspects of the trip are accessible to all children. Use rigorous risk assessment to ensure any barriers are removed and risk is diminished.</p>	<p>By July 2018</p>	<p>07.09.18 Diabetes Training- Wexham Park Hospital. 3 Staff</p>	<p>DM Bursar</p>		



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Review fire evacuation procedures and lock down procedures to ensure that individuals who have specific requirements are managed effectively.	<p>provided at the front of school. Check for wear and tear. Site Managers to check ease of access daily.</p> <p>Bursar to ensure that money is allocated and reserved for the purchase of a portable ramp should the need arise.</p> <p>Annually check that the fire safety risk assessment is up to date with regards to changes in personnel, buildings and pupils. Check fire exits and routes daily – Site Managers.</p> <p>Continuous monitoring of school site in order to ensure all areas remain accessible.</p> <p>Establish procedures to ensure that individuals with specific requirements are fully catered for in the event of an emergency procedure e.g. TA support sent to classrooms with emergency medication.</p>	<p>On-going, daily checks.</p> <p>Ongoing</p> <p>By May 2018</p>		<p>SB WM</p>	<p>Bursar SLT</p>	



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	Complete risk assessment in order to minimise the risk to these specific children.					
<p>ATTITUDES To ensure the curriculum and the resources used within the curriculum promote positive disability awareness.</p> <p>To raise awareness of mental health issues within the school and within the wider school community.</p>	<p>Ensure PSHE Curriculum raises the awareness of disability. Raise the awareness of disabilities of children currently in our school e.g. Diabetes, Tracheotomy.</p> <p>Pastoral Assistant Head to implement wellbeing strategies and measures for children, staff and members of our wider school community.</p> <p>Pastoral Assistant Head to undertake training to become a qualified counsellor.</p> <p>School to subscribe to the Education Support Partnership, in order to increase support, provide advice and counselling for all staff members</p>	<p>Ongoing</p> <p>By July 2018</p> <p>By May 2018</p>	<p>Pastoral Assistant Head to complete Level 3 and Level 4 counselling training.</p> <p>Pastoral Assistant Head to complete training related to anxiety in children.</p>	<p>BG Pastoral Assistant Head Bursar SLT</p>	<p>SLT Governors</p>	



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	Raise awareness of mindfulness and relaxation with pupils and parents. (Workshop for parents) Purchase resources to promote mindfulness and wellbeing with pupils.	By December 2018	Pastoral Assistant Head to complete training related to supporting parents with mental health issues. Allocate budget to purchase resources for pupils, related to mindfulness and wellbeing.	Pastoral Assistant Head Chaplaincy Team	SLT	
ACCESS TO CURRICULUM To ensure an on-going programme of staff training in disability awareness is delivered reflecting the diverse needs of the pupils e.g. ASD training, executive function skills training.	Provide regular training opportunities for all staff. To provide specific training for individual staff, where needed.	On-going.	Time allocated for the SENDCo to plan and deliver training and to assess the training needs of staff. AB to attend Multi-Sensory Maths Course and cascade information to others.	Pastoral Assistant Head SLT SENDCo	SLT Governors	



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<p>Raise staff awareness through staff training and development led by professionals in use of Epi pens; inhalers; testing for blood sugar levels e.g. medical needs etc</p> <p>Ensure that the SENDCo and Leadership Team shares with, and disseminates to, the whole teaching staff information/ training which will assist disabled pupils in accessing the curriculum.</p> <p>To ensure Learning Support Assistants are deployed according to needs within each class and are instrumental in supporting pupils with Specific Learning Needs.</p>	<p>More time allocated to the Pastoral Assistant Head to carry out these roles and responsibilities - September 2018.</p> <p>Additional LSA support will be given to SENDCo for admin support and to be directed to individual children with identified learning difficulties.</p>	<p>Pump training- September 2018</p> <p>29 June 2018 - 5 members of staff to attend training on managing seizures</p> <p>Diabetes Training – Sept 2018</p>	<p>Time allocated to Pastoral Assistant Head to organise training and to liaise with outside agencies.</p> <p>Budget for SEND resourcing</p>	<p>Designated First Aider Frimley Health SENDCo</p>	<p>SLT</p>	



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<p>Review Pupil Passports/Provision Maps. SMART targets to enable children with identified needs to continue to make good progress.</p> <p>Individual Health Plans drawn up for children with specific medical needs.</p> <p>To ensure the SENDCo and other relevant staff receive additional training related to the application process for an EHCP.</p> <p>To increase liaison and partnership with outside agencies in order to benefit from specialist knowledge regarding the inclusion of all children with disabilities. e.g. recommended</p>	<p>Explore and implement opportunities to use technology to support the learning and development of pupils with disabilities e.g. the use of Word Shark, audio boom, voice recorders, laptop.</p> <p>SENDCo to review Pupil Passports, as part of the SEND Review process.</p> <p>Update and improve SEND tracking systems to ensure pupils make adequate progress throughout their time at St. Bernard's.</p> <p>Source training for EHCP applications.</p> <p>SENDCo to increase liaison with outside agencies, such as EP, CAMHS, OT, SALT.</p> <p>Attend SENDCo Network meetings run by Slough.</p>	<p>On-going.</p> <p>By September 2020</p> <p>By January 2019</p> <p>By January 2020</p> <p>By January 2020</p>	<p>Training related to EHCP Applications.</p> <p>SENDCo Network Meetings.</p>	SENDCO	SLT Governors.	



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resources, strategies. To ensure resourcing in all curriculum areas and classrooms are accessible to all.	Review how resources are stored across school and whether they are accessible to all. Carry out an audit of resources and the way in which they are stored. Highlight areas for improvement.					
DELIVERY OF INFORMATION TO PUPILS/PARENTS/STAFF	Ensure documents are provided in an accessible format that meets individual needs, where it is reasonable to do so. All school documents to be available in large print format if requested. Arrange for school documentation to be translated into languages other than English if requested. Plan the use of technology to better facilitate communication to pupils with SEND. e.g. use of clear images and text, use of high quality audio/visual	On-going	Translation tool. Coloured overlays.	Admin staff SLT	SLT Governors	



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	material, enlarged print if necessary, use of coloured paper.					
Set regular, formal meetings for the Disability Policy Review Group (DPRG) in order to discuss and review accessibility.	Set dates for meetings in advance. (Sept) More formally record the minutes of meetings and feedback to staff and Governors at Health and Safety Governor's Meeting. Place on SLT Agenda once per half term. Pastoral Assistant Head to liaise directly with H & S Governor on a termly basis.	Annual meeting-yearly Half-termly Termly		LM Pastoral Assistant Head Clerk to the Governors	SLT Governors.	



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DPRG to provide information to The Strategy Group regarding disability access ensuring that this becomes intrinsic to the 5 Year Plan.	Ensure Strategy Group keep up to date with new legislative requirements	On-going		Strategy Group SLT	Trustees.	

Implementation

The current working party includes: The Headmaster; the Health & Safety Officer who is also a representative of the Finance & Premises sub-committee, the Governor responsible for H&S, members of the SLT and the SENDCo.

Where appropriate, this group will refer any specific requirements for consideration to the appropriate subcommittee of the Governing Body e.g. Staffing, Curriculum and Admissions; Finance and Premises; Health & Safety.

St Bernard Preparatory School's Accessibility Plan is available on the school website or by request from the school office. With reasonable notice it can be accessed in a different format i.e. large print; Braille etc.

Related Policies:

SEND, Safeguarding Portfolio, Health and Safety, Single Equalities, Confidentiality