

Bowdon Preparatory School

Disability Access Plan 2021-2024

Proposed Disability Statement: 2021-2024

Bowdon Preparatory School acknowledge that it is subject to the Special Needs and Disability Act 201 (SENDA) and its Admissions Policy, Special Educational Needs and Disability Policy (SEND) and Equal Opportunities Policy, and clearly acknowledges its duties towards prospective pupils, staff, parents and members of the wider community who have a disability. Bowdon Preparatory School will take all reasonable steps to avoid putting disabled pupils or staff at any substantial disadvantage to others in all matters relating to admission and school life. Bowdon Preparatory School acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001.

Bowdon Preparatory School will treat disabled pupils as favourably as able-bodied pupils, where reasonable adjustments can be made. The school will improve access in the following ways:

- Increase access to the curriculum, including through the use of I.T.
- Monitor improvements to the physical environment to increase access
- Make written information available to pupils in a range of ways

The school has identified tasks which will improve access for disabled pupils in the document below

Targets	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with SEND	To develop prioritised purchasing list for computer technology as required for pupils with SEND: EHCP Visually Impaired pupil; following Local Authority SNICTA (Special Needs Information Computer Technology Assessment) purchase hardware, software, Microsoft license, access Clicker training for SENCO, TA and parents	January 2021	SLT SENCO Head of Department- English IT support	Head SENCO Governors	All pupils have access to appropriate IT when relevant.

	<p>Purchase and continual update of Kindle for EHCP Visually Impaired pupil in order to access Library and guided reading sessions</p> <p>Use of Century Artificial Intelligence online for all pupils with SEND –online access and training for all relevant staff</p> <p>Passwords set up for identified pupils</p>	<p>September 2021</p> <p>January 2022</p>			<p>Gaps in learning are identified and A.I. curriculum enables gaps to be filled as part of online homework</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery</p>	<p>Audit programme of staff training in disability awareness to reflect diverse needs of students within the school.</p> <p>Purchase of resources to support teaching and learning and increase pupil engagement and participation.</p> <p>INSET planned for termly input (see TEAMS)</p> <p>Provision map used for children on the SEND register- review annually for Governors (See TEAMS)</p> <p>Training of key staff by Visual Impairment team</p> <p>Training of key staff by Occupational Health team</p>	<p>Audit Sept 2021</p> <p>Audit Sept 2021</p> <p>Ongoing Sept 2021</p> <p>Jan 2022</p> <p>July 2021</p> <p>Sept 2021</p>	<p>SLT</p> <p>SENCO</p>	<p>Head</p> <p>SENCO</p> <p>Governors</p>	<p>All pupils have access to the curriculum at their level. Staff feel confident about the individual needs and any barriers to learning. Staff have the relevant resources for the pupils who require them.</p>
<p>ACCESS TO CURRIULUM</p>	<p>Prioritise student participation in school activities; on site and off site on residential/day trips-specialised equipment for archery used/1:1 trainer</p> <p>Promote pupil awareness of the rights of the child, especially Article 23: through assembly</p> <p>Pupils should have special care and support if they need it.</p> <p>Pupils have specialist PE equipment; specially sized balls, weighted equipment, good visual contrast for finishing lines/area markings</p>	<p>June 2021</p> <p>February 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>July 2021</p>	<p>SLT</p> <p>SENCO</p> <p>Heads of Departments</p>	<p>Head teacher</p> <p>SENCO</p> <p>Governors</p>	<p>Increased participation in school life for pupils with SEND.</p>

	<p>Pupils have sufficient TA support during specific activities, where barriers are impacting on access: gymnastics, DT -timetabling considerations</p> <p>Ensure school activities are accessible to all pupils on site - clubs, sports fixtures,</p> <p>Ensure off site opportunities have a preliminary visit to assess access and safety for pupils with additional needs- trips, residential, off site fixtures</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Teacher in charge of club</p> <p>Teacher in charge of trip</p>		
IMPROVEMENTS TO PHYSICAL ENVIRONMENT	<p>Advice will be taken from SENAS team, Visual Impairment team and Occupational Therapy team, as required</p> <p>Review of building</p> <p>All new buildings and significant alterations to the site must take account of the needs of SEND pupils and parents. Reasonable adjustments, such as temporary ramp to enable better access</p>	<p>Sept 2021</p> <p>Sept 2021</p>	<p>Bursar/H & S officer</p> <p>Site Manager</p>	<p>Head</p> <p>SLT/Bursar</p> <p>Governors</p>	<p>Improve access generally around the school site.</p>
IMPROVEMENTS TO PHYSICAL ENVIRONMENT For pupils with mobility problems	<p>Assess the pupil's individual needs. Advice from SENAS or Occupational Health Team. Reasonable adjustments have included the installation of ramps, handrails, and making timetable adjustments to move the pupil's lessons and other activities to accessible areas within the site.</p> <p>Desk heights checked and adjustable seating to be installed where necessary.</p>	<p>Ongoing</p> <p>Sept 2021</p>	<p>Bursar</p> <p>Site Manager</p>	<p>Head</p> <p>SLT Bursar</p> <p>Governors</p>	<p>Pupils not prevented from participating in any activity, within their means, by the physical environment of the school site.</p>

<p>IMPROVEMENTS TO PHYSICAL ENVIRONMENT For visually-impaired pupils</p>	<p>Assess the pupil's individual needs. Advice to be taken from Visual Impairment team. Reasonable adjustments have included the installation of larger/clearer signage, marking stairs and other trip hazards with strong contrast coloured edges, or adjusting lighting levels in classrooms and other areas with extra lights or window blinds.</p>	<p>Ongoing</p>	<p>Bursar Site Manager</p>	<p>Head SLT Bursar Governors</p>	<p>Visually impaired pupils able to move easily and safely around the site.</p>
<p>ACCESS TO WRITTEN INFORMATION</p>	<p>Assess the pupil's individual needs. Provisions to consider may include producing information on paper or electronically, in a size, style or colour suitable for the pupil's requirements. Information may be read aloud to the pupil.</p>	<p>As required</p>	<p>Heads of Department SENCO</p>	<p>SENCO</p>	<p>Via pupil voice</p>
<p>ACCESS TO WRITTEN INFORMATION Availability of newsletters and school documents in alternative format All staff to be made aware of children or parents with SEND, as appropriate</p>	<p>Large print and audio formats as required Use of symbol software if appropriate All staff to be made aware of SEND pupils Opportunity for access for parents to be included in 'Parents' Handbook'. All users of site to be made aware of accessibility plan.</p>	<p>Minimum of two weeks before a child starts school for children who are identified. As and when appropriate for other documentation, via School Office, Medical Centre and through staff meetings and Inset Monitor annually</p>	<p>Head SLT IT Support Office</p>	<p>Head SLT Governors</p>	<p>Information to pupils and parents with SEND will be improved To ensure that Bowdon preparatory School is fully inclusive of its community and that children and parents are happy with the provision. Plan kept up to date and it reflects the particular SEND needs within the school</p>

SCHOOL POLICIES Ensure all policies consider the SEND Access	Consider all policies in view of priorities; Equal opportunities and inclusion statement to show how diversity is supported Health and Safety statement noting s	Ongoing	Head SLT-Bursar SENCO	Head Governors	Access to all aspects of school life for pupils
STRATEGIC PLANNING	Policies and documentation have a statement regarding 'ensuring all pupils have access to equal opportunities within school'	January 2022	Head SLT-Bursar SENCO	Head Governors	Statement in policies
PERSONAL EMERGENCY EVACUATION PLAN	To review PEEP for disabled pupils and ensure it is effective in action by discussing fire practice review with H & S officer	Sept 2021	Head SLT-Bursar/H & S SENCO	Health and Safety/ Fire Officer	PEEP in place for disabled pupils and staff

CD/KP/EH Dec 2021

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