

Accessibility Plan

PROSPECT HOUSE SCHOOL

July 2021– July 2024

Prospect House School is committed to providing a nurturing and welcoming environment that is inclusive, and that supports all members of the school community.

Schedule 10 of the Equality Act (2010) requires the school to have an accessibility plan that covers a three year period; this is currently July 2021 to July 2024. The plan includes both the Lower School and Upper School buildings, and sports facilities used regularly by the school. The plan will be kept under regular review during this period by the Head of Learning Support in liaison with the Head, and will be revised if appropriate.

The plan addresses three key areas:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs

and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The school is required to make 'reasonable adjustments' for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students.

The school currently has pupils with a variety of disabilities. These include, but are not limited to: Asperger's, dyslexia, dyspraxia, speech and language difficulties, hearing and visual impairments. There are also a number of pupils with medical conditions such as severe allergies and asthma. All pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and residential trips. The Head of Learning Support provides relevant information on pupils, and liaises closely with school staff on the identification and support of those pupils with learning and other additional needs.

Due to the nature of the school buildings, (converted residential buildings on three and four stories) the school is limited in the extent to which it can alter physical access, although this is always considered..

The school's Admission Policy is available on the school's website. The key objectives of the school's admissions policy are to admit children regardless of sex, race, ethnicity, religion, language, or disability and to give priority to siblings of children who are pupils of the school. The school is non-selective for entry into the Nursery and Reception year groups. However, the parents of a child entering the school in any year group are expected to notify the school of any physical or educational difficulty or other medical condition which may affect the child's progress at school so that these may be discussed with the head and, where necessary, appropriate and reasonable adjustments put into place. In assessing any pupil or prospective pupil the school may take advice and require assessments to be completed as it deems appropriate.

ACCESSIBILITY PLAN

JULY 2021 - JULY 2024

AIM	To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum		
ACTIONS	TIMESCALE	SLT LEAD	SUCCESS CRITERIA
Use of standardised data from termly assessments in reading, spelling, writing and maths to monitor progress and identify children	Ongoing	M.Hodge/D. Lane/K.Nicols	Pupils will be maintaining or improving upon their progress
To employ data gathered from CAT scores to inform learning support and target needs.	Ongoing	M.Hodge/D. Lane/K.Nicols	Identify all pupils that might show discrepancy between performance and CATS
Beginning of Yr 1 - reading, maths, writing assessment carousel to identify children with gaps in phonic or maths knowledge. Small group maths, English and handwriting support given	Ongoing	S.Megahey/S.Belshaw	Children identified and supported by J Zugel - Lower School Learning support with progress tracked
Children assessed for phonics and put into 3 groups to meet individual learning needs - daily phonics lessons	Sept 21	S Belshaw/S.Megahey	Learning needs identified early and given targeted intervention
	Sept 21		

Children in Y2 assessed for phonics - put into 2 groups to meet individual learning needs - daily phonics lessons	Ongoing	S Belshaw/S.Megahey	Children able to progress at appropriate level - any gaps in knowledge are improved
Teachers have a system to communicate any concerns to SENCO. Assessments carried out by the SEN dept to further pinpoint children who need 1:1 intervention	Ongoing	K.Nicols	Learning needs identified early and given targeted intervention/referral to other SEN professional if appropriate
Work with Speech and Language Therapists and Occupational Therapists to provide intervention for children when required	Ongoing	K.Nicols	Progress tracked/targeted support shows improvement
Reading Intervention group for identified Y4 children with slow pace of decoding - 4 times per week	Ongoing	K.Nicols	Progress tracked/targeted support shows improvement with pace/comprehension
Children to have 1:1 learning specialist lessons when needed/specialist teachers contracted by the school	Ongoing	K.Nicols	Progress tracked via success with IEP targets/improvement accessing curriculum/in assessments
Continue to recommend external specialists such as SLT, OT and EPs when appropriate	Ongoing	K.Nicols	High quality professionals available to early identify SpLDs
Equipment available to support core balance and attention difficulties e.g. Move 'n' sit cushions and wobble boards. Velcro under desk/sensory 'fiddle' toys, etc.	Ongoing	K.Nicols	Increased focus in class improving access to learning
		K.Nicols	

Equipment available to support writing e.g. pen grips, laptops Dyspraxic children or those who find handwriting difficult to establish given access to typing from Y4 (earlier if deemed necessary)	Ongoing	D.Lane/K.Nicols	Children with handwriting difficulties more able to reflect potential in writing exercises/faster pace of working
TA support for children who find it hard to work with independence and keep on task	Ongoing	K Nicols	Enables pupil to show potential and gain success/more readily access the curriculum
Movement breaks for children with attentional or sensory needs	Ongoing	D.Lane/K Nicols	Greater ability to stay on task
Examination allowance - assessments may be taken on a laptop if typing is the child's usual way of working.	Ongoing	D.Lane/K.Nicols	Concession monitored in class/ termly assessments with child able to produce more written work in time
Rest breaks - in class and examination allowance for identified children, especially with ASD/ADHD	Ongoing	S. Belshaw	Improved ability to sustain focus thereby raising attainment
Invite child into nursery setting before term starts so can meet teacher on 1:1 or visit in home or current nursery setting		S Belshaw	Awareness of child's needs.Child happier to start on first day of term with other children
Nursery teacher to learn Makaton to help with communicate for non verbal/hearing needs of child			Able to communicate and understand essential basic needs of child

Training staff to support pupils with SEND in the classroom and how to differentiate effectively (including use of external trainers).	Sept 21	ADHD - Differentiation in the Classroom - INSET for all staff	Practical strategies given to help staff support child in the classroom
To continue improving ways in which information about SEND is shared amongst the teaching staff to enable more effective support for SEND children.	Sept 21	New SEN Shared Drive created so all relevant information can be easily accessed by all staff	Information more readily available to all staff
Pupil progress meetings arranged termly with Deputy Head/Head of Learning support/specialist teachers to identify any pupils who may be failing to make progress	Ongoing	D.Lane	Quick identification and support for children
Head of Learning support to summarise all external E.P. and SEN reports with recommendations - access given to all relevant staff	Ongoing	K Nicols	Staff have easy to read summary identifying learning needs and how to best support individual children
Morning staff briefing - highlights any vulnerable children so all staff can support	Ongoing	D Lane/S Belshaw	Children well supported
Counselling room established and training given for teacher to become Counselling Lead	Ongoing	M Hodge	Emotional needs supported/improvement in child's mental health
Chatterbox system established so children with emotional difficulties can communicate quickly/staff address same day	Ongoing	M Hodge	

OT and Speech and Language service contracted by school offer free screening for children raised as a concern so needs are quickly identified and supported. 1:1 support in school offered - if appropriate	Ongoing	M Hodge/K Nicols	Emotional needs supported/improvement in child's mental health Children have in school support with targets communicated and supported by class teachers
Child with complex hearing and communication needs supported in Nursery. Head of Lower School visits to see child in their nursery setting to assess what needs to be put in place to support the child. Accommodate outside professionals from Wandsworth Sensory Needs for Deaf to come into the nursery to work on a weekly basis/give targets to staff. TA works 1:1 with child to help access curriculum	Ongoing	S. Belshaw/K.Nicols	Child settled happily and making progress
Two children with hearing loss supported by therapist from Wandsworth Hearing services - visits twice termly	Ongoing	K.Nicols	Ensuring children continue to be able to access learning effectively/any deterioration in hearing quickly identified
Child given scribe for maths as work difficult to read/very slow pace/couldn't access the work	Ongoing	K.Nicols	Child now able to show potential and access learning so much happier
Social communication group established for identified children with ASD/social communication difficulties	Sept 21 - ongoing	K.Nicols	

Head of Learning support to work with English Lead to support children with SpLDs/difficulties with spelling and to work with Y4 L/A spelling group	Ongoing	K. Nicols	Children making progress and using skills in day to day school life
Weekly support group established for 9 Y3 children who are below expectations with spelling	Ongoing	K Nicols	Close gaps in learning and shore up basic foundations
PE department giving 1:1 and small group support for identified children with gross motor difficulties - working with targets communicated by outside physiotherapist	Ongoing	K Nicols	Close gaps in learning and build basic foundations
Weekly handwriting support group for identified Y3 children	January 22 - ongoing	K Nicols	Support and achieve targets set- improvement in gross motor coordination
Support two children with selective mutism -one non verbal with certain adults in school setting prior to entry to school/training given to class teacher/Head of Learning support by using a 'sliding in' technique	Sept 2021	K Nicols	See an improvement in presentation, letter formation and legibility
			Both children settled well into school and participating in class lessons/communicating with both adults and peers

AIM	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.
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ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA
Relocation of the school office in the Upper School from the first floor to the ground floor.	July - August 2021	M. Hodge	Building adapted so access for all visitors is easier.
Physical audits of the School will continue to be carried out with any disabled staff and pupils in mind, to improve access	Ongoing	M.Hodge/S.Belshaw/K.Nicols	Continued improvement of any appropriate facility to enable better access
New counselling room created as a private and welcoming space for children	Dec 2021	M Hodge	Children enjoying the new space

AIM	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.		
ACTIONS	TIMESCALE	SLT LEAD	SUCCESS CRITERIA
All children in Years 5-6 have 1:1 iPads, there are also iPads available for children in the all other years (10 per class)	Ongoing	M Hodge/D Lane	Easy access to supportive apps
Training for children and teachers in accessibility tools on the iPads	Ongoing	M Hodge/D Lane	Proficient at accessing appropriate tools
Provision of written materials in different formats such as coloured paper, texts on iPads which can be read aloud and remote keyboards on iPad for typists	Ongoing	M Hodge/D Lane	Less expense than having to buy laptop for children needing handwriting support/improvement with reading and accessing information

Review provision for any new children, staff or parents who may be visually or hearing impaired	Ongoing	M Hodge/K Nicols	Any learning need well resourced and supported
<p>Nursery teachers to visit children in home setting or current nursery to get a full picture of whether we can meet needs/any adjustments that may need to be made for them. The Admission form gives space for parents to communicate any learning needs a child may have. Head and/or Head of Learning support contacts parents for any available reports to see if can meet needs/any adjustments/provision would need to provide</p> <p>Children with identified SpLD needs who wish to enter the school outside of Nursery admission send reports to Head of Learning Support who assesses if we can meet child's needs/what provision would need to be made for them</p>	<p>Yearly and ongoing</p> <p>Ongoing</p>	<p>S Belshaw/K.Nicols</p> <p>M Hodge/K Nicols</p>	<p>Any appropriate resources can be put in place prior to admission so the child is happy and well supported at the start of school year. Ensure we can meet the needs of the child</p> <p>Ensure we can meet the needs of the child</p>