

Accessibility Plan

PROSPECT HOUSE SCHOOL

September 2023– September 2026

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 September 2023 to September 2026. 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.

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Next Review: 1/09/26

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The school currently has pupils with a variety of disabilities. These include, but are not limited to: autism, dyslexia, dyspraxia, ADHD/ADD, 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

SEPTEMBER 2023 - SEPTEMBER 2026

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 23	S Belshaw/S.Megahey	Learning needs identified early and given targeted intervention
Children in Y2 assessed for phonics - put into 2 groups to meet individual learning needs - daily phonics lessons	Sept 23	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 and observations carried out by school SENCO 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

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The SENCO is a Specialist Educational Assessor so can help with initial screening to support parents in identifying potential SPLD difficulties such as dyslexia	Ongoing	K.Nicols	
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 - 3/4 times per week	Ongoing	K.Nicols	Progress tracked/targeted support shows improvement with pace/comprehension
Identified children to have access to 1:1 learning support from specialist SPLD teachers - with Level 5 and above qualification - 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, privacy screen in class and in examinations, sensory 'fiddle' toys, etc.	Ongoing	K.Nicols	Increased focus in class improving access to learning
Equipment available to support writing e.g. pen grips, and support and advice to parents given by Head of ICT if laptop use is needed	Ongoing	D.Edwards/K.Nicols	Children with handwriting difficulties more able to reflect potential in writing exercises/faster pace of working
Dyspraxic children or those who find handwriting difficult to establish given access to typing from Y4 (earlier if deemed necessary)	Ongoing	D.Edwards/K Nicols	
TA support for children who find it hard to work with independence and keep on task	Ongoing	D.Lane/K Nicols	Enables pupil to show potential and gain success/more readily access the curriculum

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Movement breaks for children with attentional or sensory needs	Ongoing	Class teachers//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	K Nicols/Specialist Teachers	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	K Nicols/Specialist Teachers	Improved ability to sustain focus thereby raising attainment
Invite child into nursery setting before term starts so can meet teacher + I:I or visit in home/ current nursery setting	Yearly	S Belshaw/Reception Teachers	Awareness of child's needs.Child happier to start on first day of term with other children
Liaison with I:I Support teacher for child in Key Stage I with significant hearing and speech and language/motor needs plus support with EHCP goals - adapting planning		S Belshaw/J Zugel/K Nicols/Key stage I Teachers	Good linkage with class planning to adapt to child's learning needs
Ongoing training for staff to identify and support pupils with SEND in the classroom and how to differentiate effectively (including use of external trainers).	Ongoing	K Nicols	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.	Ongoing	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/K Nicols	Quick identification and support for children

Reviewed: 1/09/23

Next Review: 1/09/26

Prospect House School

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Meeting pre start of academic year with class/specialist teachers to outline the SPLD needs of children in their class	Ongoing	K Nicols/class/specialist teachers	Child's needs met appropriately in the classroom
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/play therapist	Ongoing	M Hodge/ L Lees	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	L Lees/H Sargood	Emotional needs supported/improvement in child's mental health
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	K Nicols	Children have in school support with targets communicated and supported by class teachers
Child with complex hearing and communication needs supported. 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

Reviewed: 1/09/23
Next Review: 1/09/26

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Head of Learning support to work with English Lead to identify and support children with SpLDs/difficulties with spelling and to work with identified year groups in Key Stage 2	Ongoing	K.Nicols/H Skelley	Child now able to show potential and access learning so much happier.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	S Vedat/J Copsey	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	Ongoing	K Nicols	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.		
ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA
Relocation of the school office in the Upper School from the first floor to the ground floor.	September 2023	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
Wellbeing Room established for scheduled meetings and drop in sessions following Chatterbox worries	Ongoing	M Hodge/H Sargood/L Lees	Children enjoying the space and privacy to talk through problems

Reviewed: 1/09/23
Next Review: 1/09/26

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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 all other years (10 per class)	Ongoing	M Hodge/D Lane/D Edwards	Easy access to supportive apps
Training for children and teachers in accessibility tools on the iPads	Ongoing	D Edwards	Proficient at accessing appropriate tools
Provision of written materials in different formats such as coloured paper, texts on iPads which can be read aloud Advice to parents re remote keyboards for IPAD	Ongoing	K Nicols - as appropriate D Edwards	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/ S Belshaw	Any learning need well resourced and supported
Nursery teachers to visit children in their 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. Admissions Officer gives support and advice to parents applying to the school and involves school SENCO to advise re needs	Yearly and ongoing Ongoing	S Belshaw/K.Nicols S Belshaw/Reception Teachers	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
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	Ongoing	M Hodge/S Belshaw/K Nicols/C Richardson	Ensure we can meet the needs of the child

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