



WETHERBY
PREPARATORY SCHOOL



the **Gold Standard** in education

Wetherby Preparatory School
Bryanston Square
London W1H 2EA

020 7535 3520

Accessibility Plan

Policy reviewed by:	Nick Baker
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Reviewer's signature:	
Headmaster's signature:	

Circulation: This policy is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with the boys.

Please note: 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

Aims

The aim of this plan is to set out how Wetherby Preparatory School intends to increase the accessibility of its activities and facilities for disabled boys over the three year period 2019-2022.

Wetherby Preparatory School is committed to providing an inclusive environment. It has high ambitions for all of its boys and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

Definition of disability

A boy is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

Duty under the Equality Act

This plan fulfils the requirement for schools to have an accessibility plan for disabled students, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent boys with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled boys can participate in the curriculum;
- b) Improving the physical environment of the school and
- c) Improving the availability of accessible information to disabled boys

In line with the reasonable adjustments duty, the school will take reasonable steps to ensure disabled boys are not put at a disadvantage compared to other boys. This covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, the school will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other boys
- Health and safety requirements

Responsibilities

The Senior Leadership Team assumes responsibility for compliance with the Equality Act and will seek advice and input from the Head of Learning Enrichment, Health and Safety Officer, Medical Officer, Premises Manager, the Alpha Plus Group Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing the school's policies, procedures and facilities to maximise accessibility for disabled boys.

- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan.
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years.
- Ensuring staff and boys are made aware of disability, understand its effects, and accept and support disabled boys as a part of school life.

Admissions

Admission to the school is selective via 7+ and 8+ Assessment Days though admission is based not simply on performance in academic tests.

Wetherby Preparatory School endeavours to accept all boys, regardless of any disability of which it is aware. The school asks parents if special needs should be taken into consideration. In assessing any boy or prospective boy the school may take such advice and require such assessments as considered appropriate. This is to ensure that the school can provide the right environment for the boy's academic and pastoral needs. The life of the school is enhanced by inclusive policies but equal importance must be given to ensuring that no boy's education is impaired. Subject to this, the school will be sensitive to any requests for confidentiality.

All boys will be expected to access the curriculum through good spoken or written English. This is not necessarily a condition of entry but EAL children will be expected to follow a course of intensive English one to one teaching in school to get them to a point where this is possible.

The school will arrange special early admissions meetings with parents of disabled prospective boys to discuss special arrangements.

It is advised that parents with boys who have mobility difficulties visit the school to assess the suitability, as there are numerous flights of stairs and half landings and at present there is no lift accessibility in number 47.

Delivery of the curriculum

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.
- Providing and adapting equipment appropriate to the needs and age of the boys.

We aim to be an inclusive school and offer equality of opportunity to all boys within the school. These may include, but are not limited to;

- Boys from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Boys who have English as an additional language
- Boys who have Special Educational Needs
- Boys who have a disability

- Boys who are Gifted and Talented
- Boys who are Looked After Children
- Boys who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress.

We aim to provide a differentiated curriculum that meets the needs of all boys by:

- Setting suitable learning challenges
- Responding to the boys' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

1. Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our boys.
2. Providing high quality pastoral care, support and guidance.
3. Safeguarding the health, safety and welfare of all boys.
4. Listening and responding to the concerns of the boys and parents.
5. Taking care to balance the needs of all members of the school community.

We secure inclusive education for our boys by reviewing and evaluating what is done:

- Does each boy achieve as much as they can?
- Are there differences in the achievements of different groups of boys?
- What is in place for boys who are not achieving their potential?
- Are our actions effective?
- Are all our boys happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support inclusion and are reflected in school improvement planning.

The practice within school reflects our inclusive ethos from individual lesson planning responding to our boys' diversity, to material resources being used to support learning and participation for all.

Training

Wetherby Preparatory School will look to train or find courses for the teachers to attend in order to help with the inclusion of any boy in the school. The training will either be internal or external depending on the needs of the boy.

We also work with the Local Authorities to ensure individual support staff is provided for those that require it.

Classroom arrangements

Freestanding tables and chairs in all classrooms mean that furniture could be rearranged easily to accommodate disabled boys. Rooms are fitted with blinds, which might in future be of benefit to students with visual impairment. Carpeting throughout the school helps to keep

the noise volume down to help boys with impaired hearing. Lessons provide opportunities for all students to achieve, e.g. provision can be made for dyspraxic students to have sloping desk support.

Sports

Sports and swimming facilities are outside or in buildings adapted for use by disabled boys. Alternative arrangements would be made to transport disabled boys who were not able to access the normal school coaches.

Delivering material in other formats

ICT and photocopying facilities are available to produce large print information. The interactive whiteboards/touchscreens in each classroom enables a flexible approach to teaching and learning and allows the school to adapt, as necessary, to accommodate individual needs. The classrooms all have one or more computers and we have a large number of laptops and iPads in the school and enough for a whole class to use. Speech recognition software, text reading and software, adapted keyboards are just some examples of how the curriculum can be accessed more easily for individual requirements.

Having a strong support team on site enables us to explore fully the breadth of experience we have in the school with regard to catering for different needs. All the learning support team interact with the class teachers fully, to enable them to present for those boys with learning difficulties (or disabilities) curriculum that is meaningful and enjoyable.

Visits

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel.

School Design – Access to buildings

The school occupies two buildings which are Grade II listed, which comprises five floors with five steps to the front door and an internal lift in number 48. The back door opens straight to the basement. The teaching areas on floors basement to second are easily accessible space for the provision of a wheel chair. The only area that would require extra assistance is the third and fourth floors in number 48 and the first to fourth floors in number 47. There is a wheelchair accessible WC in the basement.

Emergency Evacuation

In the event of an emergency evacuation two members of staff would need to assist a wheelchair user. Fire alarm signals will be enhanced by the addition of visible signals to meet the needs of boys with hearing difficulties.

Three Year Plan

The School has developed a three year plan (2019-2022) to address issues of disability access, within the limited scope offered by physical constraints of the building and its listed status. (See Appendix 1)

SENDA Accessibility Plan

The Accessibility Plan has been drawn up with a view to enabling boys with a wide range of disabilities to take full and active part in the school curriculum. In full consultation with parents and other interested parties e.g. educational psychologists, the Head of Learning Support will identify the specific needs of the boy and put into place an individual education plan. This plan will also identify reasonable adjustments that can be made to the school's facilities both physical and educational.

Ideally these discussions will take place well in advance of a boy's entry to Wetherby Preparatory School. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents will be of paramount importance.

Special arrangements for Common Entrance examinations will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in the educational psychologist's report. Wetherby Preparatory School accepts that there is an important balance to be struck between the individual needs of a boy and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the boys. Wetherby Preparatory School takes special care not to inadvertently isolate any way boys with disabilities.

Staff INSET is a key part of Wetherby Preparatory School's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the needs of all boys at Wetherby Preparatory School and sharing best practice.

Welfare

The school's policy is not to discriminate against boys with disabilities. Boys are made aware that boys with disabilities have the same rights and aspirations as able-bodied boys. Staff training will be arranged as appropriate.

As part of Wetherby Preparatory School's own commitment to improving the delivery of the full academic curriculum to boys with disabilities, the school has undertaken to provide information in a form accessible to boys with a wide range of disabilities.

Regular reviews of the provision that we provide will take place and any necessary changes implemented.

Wetherby Preparatory School
SENDA Accessibility Plan 2019–2022

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its listed status.

This plan will be put into place when a boy with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date / achieved
Visual Impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired boy.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons. Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase boys' participation e.g. screen reader software.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the boy.</p> <p>Plan classroom according to the individual needs of the boy.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired boy.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille (additional printing and software would need to be purchased / outsourced) or will be in audio format.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	As needed.

<p>Hearing Impairment</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Use of microphones, where necessary.</p> <p>Visible signals.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p>	<p>Fire alarm lights will be in place.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a hearing impaired boy.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>
<p>Speech and Language Impairment</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p>	<p>A speaker may be necessary at times.</p> <p>Ensure resources are available for the individual to be able to communicate efficiently.</p>	<p>All policies will be amended, where necessary, to meet the requirements.</p>		<p>Sign language will be provided, if possible.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>
<p>Manual Dexterity</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required.</p> <p>Purchase necessary resources to increase boys' participation.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible.</p> <p>Extra support will be needed.</p>	<p>Ensure all classroom / public areas are adjusted to meet the needs of the boy.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of manual dexterity.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted, if necessary.</p>	<p>As needed.</p>

<p>Mobility</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. Staff training on disability awareness to reflect the needs of boys in the school.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all boys feel welcome/valued.</p> <p>Purchase necessary resources to increase boys' participation e.g. sticky keys and filter keys.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the boy.</p> <p>Plan classroom according to the individual needs of the boy.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Ramp access to the rear door.</p> <p>Ground floor toilet facilities to provide wheelchair access.</p> <p>Move one classroom to the ground floor.</p>	<p>Ensure all policies consider the implications of disability access.</p>	<p>Documents can be given to parents in a variety of formats depending on their individual needs.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Ramp available.</p> <p>Classroom can be moved and bathroom facilities added.</p>
<p>Physical Co-ordination</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>A scribe may be required.</p> <p>Purchase necessary resources to increase boys' participation.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the boy.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of physical co-ordination.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted, if necessary.</p>	<p>As needed.</p>

<p>Memory, Concentration, Learning, Understanding (including recognition of physical behaviour)</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Regular meetings with specialists to ensure needs are met.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Purchase necessary resources to increase boys' participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the boy.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Plan classroom according to the individual needs of the boy.</p>	<p>Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Individual lessons provided.</p> <p>Advice given to parents.</p>
<p>Contenance</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the boy.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Plan classroom/changing room to allow for privacy.</p> <p>Ensure facilities are readily available.</p> <p>Remind individual to go to the toilet on a regular basis.</p>	<p>Ensure all policies consider the implications of contenance.</p> <p>See First Aid policy.</p>		<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>

<p>Ability to lift / carry or move everyday objects</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase boys' participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the boy.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>As needed.</p>
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<p>Sensory difficulties, learning difficulties, dyslexia, autism, ADHD, impairment resulting from or consisting of a mental illness</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase boys' participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all boys feel welcome / valued.</p> <p>Ensure schemes of work in all subjects are accessible.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the boy.</p>	<p>Ensure all policies consider the implications of these.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation.</p> <p>Staffing ratios will be adjusted.</p>	<p>Individual lessons provided.</p> <p>Advice given to parents.</p>
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