

Blundell's Preparatory School Accessibility and Inclusion Policy

Aims of the Accessibility Plan

Blundell's Preparatory School acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned Blundell's Preparatory School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001.

Blundell's Preparatory School is in part a selective school and admission to the school depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils. Extra-curricular activities are a central part of Blundell's Preparatory School philosophy. The school asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Blundell's Preparatory School and to satisfy the admissions criteria outlined above, the school is committed to providing those reasonable adjustments. Where the school agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the school of providing that service. Details of costs will be provided in writing.

Background to the Accessibility Plan

The School's layout and facilities:

- The Pre-Prep Department has access for wheel chair users.
- The Preparatory School covers two floors. The building has a lift which allows partial access to the first floor. The pupils move between classrooms, often up steps and stairs in building. Further classrooms are set away from this area.
- The games fields surround the main building and are on level ground.

A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers. Wherever practicable, in line with the Disability Policy, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

Accessibility Plan

The school will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of action taken
- Relevant targets
- Responses to any further legislative changes

Increasing the extent to which disabled pupils can participate in the school curriculum

The school has a unified Learning Support and Disability policy throughout all its sections, to include:

- Full disclosure of relevant information between all schools at pupil entry.
- Regular meetings between the SENCO and other teachers to share best practice.
- Annual training will be provided for all staff to support any pupil with a disability or in need of medical support.

Where physical access to the site is difficult for a prospective pupil, the school recognizes the need to be proactive in enabling such access. Accordingly pupils with relevant disabilities will, where practical, be:

- Placed in a ground floor room in the Prep School that is most convenient for physical access
- Placed in a tutor group that is most convenient for physical access
- Prioritised in the writing of the timetable with regard to accessible rooms and set allocations wherever possible.

Improving the physical environment of the School

The School will undertake an annual fire safety risk assessment and update the School's fire evacuation plan. The School will aim to make newly constructed buildings fully accessible to disabled pupils. All new equipment purchased for teaching will be considered as to the suitability of its use by such pupils in a better way than the existing equipment it replaces.

Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.

Improving the delivery of information to disabled pupils

The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet that need, if so requested and it is reasonable to do so.

The School will continue to provide INSET for all teachers in order to support them in better communication with pupils' disabilities.

The School will investigate classroom technology to better facilitate communication to pupils with disabilities, where it is deemed necessary after consultation with parents, specifically:

- To enable clear provision of images and text in a large printed format
- To enable the use of high quality audio/visual material
- To enable the easy dissemination of printed handouts of appropriate clarity
- Policy for Inclusion

Admissions Arrangements

The School reserves the right, after communication with the parent, to review the continuance of any child through the school at any stage in a child's education.

Registration to Blundell's Preparatory School - Rising 3 years to 11 years

The School operates during term time only, but has the option of offering extended provision after school and some provision before school.

Before the child is offered a place (Year 1 – 6), they are assessed using formal testing, and usually reports are received from their previous school. If places are available, and assessment satisfactory, parents are sent a School Registration Form. This is then completed, returned to Blundell's Preparatory School with a cheque to cover the Registration fee and the School Deposit to secure the place.

Staffing Policy

The ratio of staff is a minimum of one adult per five children in their first year of Nursery education and one adult for every eight children in their second year and Kindergarten. In Key Stage 1 classes the ratio is one adult to nineteen children although on most occasions the ratio is one adult to nine children. In Key Stage 2 the ratio is also one adult to twenty children. If children require extra adult 1-1 support, it is available at extra cost.

Aims of the Policy

The Target Group for this Policy

Inclusion is meant in its widest sense, when discussing the target group for this policy. It incorporates children and young people as well as the rights of parents and carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups, travellers, and any other diverse cultural groups. It also includes those with English as an additional language and children in Public Care (Looked After Children). Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included.

It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Aims

- To work in partnership with all those involved in the child's upbringing.
- To recognise the importance of parents/carers and families in the life of every child.
- To actively try and seek the views of children and families and value their contribution.
- To promote access for all children to the same range of services, facilities and resources.
- To safeguard the welfare of every child.
- To provide a range of stimulating fun and creative activities which are both age and ability appropriate and in line with Foundation Stage Curriculum Guidance and the school curriculum.
- To increase awareness of special needs, minority groups and groups that can be discriminated against.
- To encourage both adults and children to have a positive self-image.
- To create a friendly and caring setting.
- To challenge unacceptable language, actions or beliefs which may be prejudicial or exclusive to others.

Purpose

- To meet the individual needs of children and young people in our setting.
- To ensure that Inclusion and Equal Opportunities are put into practice.
- To raise quality and standards.
- To recognise the rights of the child.
- To encourage parents/carers and young people to use the provision.
- To increase awareness.

Equal Opportunities

Blundell's Preparatory School promotes the belief that everyone in the school is of equal value and should have equal opportunities in school and in life. Endeavour to ensure that equality of expectation and opportunity prevail.

Members of staff are alert:

- To the possibilities that exist in text books and teaching materials to portray stereotyped images.
- That girls and boys are subject to the same disciplinary procedures.
- That everyday segregation by sex, religion or culture as part of the school administration may present implications of expectation of behaviour and attitude.

Members of staff are aware that:

- Some teachers have different expectations of girls and boys.
- Boys are shown generally to receive more teacher attention.
- Boys can dominate in the use of equipment in Science, Design and Technology and Information, Communication and Technology Studies.

It is School policy that steps will be taken as far as possible to prevent pupils or staff being discriminated against by reason of race, religion or culture or because of their gender or sexual orientation, because of their socio-economic background or because of disability.

Adopted Children

Staff are aware of the possibility of adopted children amongst the school population. They have received 'Adoption Information' about their particular needs, a copy of which is attached.

Implementation

The Learning Support coordinator is responsible for promoting Inclusion in this setting. With the Head Master, Deputy Head and the Head of Pre-Prep staffing levels and resources will be continually reviewed.

The Prep School has some limited access on the first floor. As a result of this the Prep school, at present, would not be able to safely cater for children needing assistance with mobility aids such as walking frames and wheelchairs. Please refer to the school's Accessibility Plan for more details.

Our catering manager can meet special dietary requirements and all staff are aware of these requirements and plan accordingly so the children can safely be included in all activities. We participate in relevant training events organised by Devon LEA and Partnership as well as IAPS.

We have regard for the Foundation Stage Curriculum Guidance; the Special Educational Needs revised Code of Practice and the Special Educational Needs Disability Act.

Practitioners plan differentiated activities for individual children according to their needs to ensure all children can be successful and reach their potential.

In the Foundation Stage practitioners use observational records, which help to identify individual needs as well as records from previous practitioners and on-going observations. Information is written in class notebooks, assessment sheets and forecast sheets. These are also used in the Pre-Prep. In the Pre-Prep and the Prep school teachers keep their own records of continuous assessment. From Year 1 to Year 6 GLA tests are used and from Nursery 1 to Year 6 records of assessment are kept for each child. In Key Stage 2 assessments are also carried out in the form of school examinations.

Any child with a special educational need and/or disability is placed on the Special Needs Register with an Individual Education Plan, which is set up by SENCO in the Prep school and by individual class teachers in the Pre-Prep with the SENCO.

The effectiveness of teaching and learning is reviewed, monitored and evaluated by practitioners on their weekly short term planning sheets. The Foundation Stage Coordinator and the Head of Pre-Prep receive copies of all plans for the Foundation Stage curriculum. The Key Stage coordinator and the Head of Pre-Prep receive all plans for the Key Stage 1 curriculum and the Key Stage coordinator receives all plans for the Key Stage 2 curriculum. They then provide feedback as necessary.

The whole school links effectively with others to exchange information by regular meetings within the school with other practitioners. On a regular basis, the Foundation Stage, the Key Stage 1, and the Key Stage 2 coordinators, the Head of Pre Prep, The Deputy Head and the Head Master meet to discuss a range of issues. The Foundation Stage staff also attend the Devon Early Years Partnership Cluster Group meetings. The Head Master and Deputy Head also regularly attend meetings with staff at the senior school, Blundell's. There is regular communication between the SENCOs of each school. The SENCO also liaises with outside agencies for example Nursery Plus, Speech and Language therapists and Ed Psychologists.

Children that do not go into Kindergarten classes at Blundell's Preparatory School leave in the term before they are five years old. We pass on information via our transfer document and the settings are contacted with our details should they require further information. If a child leaves the school after the Foundation Stage GLA test results with a letter from the Head Master are sent to their next school and a copy of their last report is sent on request. Parents are welcome to make an appointment with teachers, coordinators, the Head Master, the Head of Pre-Prep and the Deputy Head at any time as well as at the formal parents' evenings held during the year. Parents with children in Years 3 to 6 receive written reports once a year and effort and attainments grades twice a year. Pre-Prep parents receive written reports twice a year and in Key Stage 2 GLA test information is passed to parents if requested. Parents are encouraged to fill in a questionnaire about their child during the Foundation Stage.

Reviewed November 2011
ADS

Next Review November 2012