



**Aysgarth Preparatory and Pre Preparatory School
(including EYFS)**

**Accessibility plan (17b) (Incorporating Three year SENDA
plan)**

Responsibility of Andrew Francis/Ed Canning

Reviewed: September 2021 and to be reviewed September 2022

Ethos and Aims of Aysgarth School

Aysgarth School aims to offer the highest quality of teaching and learning and support for all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEND) and/or disabilities can bring to school life.

We have an admissions policy and criteria which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states; *'Aysgarth aims to excel in providing an enjoyable, inspiring and relevant education, which is the best all-round preparation for its pupils to thrive at the major public schools and beyond'*.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school. We have provided a ramp at the entrance to the school court classrooms and the main building via the laundry door as well as made adjustments to help cater for the visually impaired.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. Four weekly rolling assessments, and discussion of these in dedicated meetings (Covid permitting), allows an ongoing discussion to take place aimed at supporting all pupils within the school. Support from our SENCO ensures a focus and awareness of our pupils with SEND during these discussions. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials and in practice.

Context

Covid safety adaptations may be in place that will differ from normal practice.

Aysgarth is committed to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessments for individual and groups of students

The above statements are supported by, and additional information is available in the following School policies:

- Curriculum
- Equal Opportunities
- Special Education Needs and Disability Policy

The definition of disability under the Act is; "A physical or mental impairment that has a substantial, long term, adverse effect on day-to-day activities".

Aysgarth School currently caters for pupils with learning and medical disabilities. These include dyslexia, dyspraxia, dyscalculia, mild hearing loss, blindness, various allergies, asperger's syndrome, asthma, diabetes, Coeliac, Nystagmus, eczema and ADHD. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips. Their needs are identified and provision is made on an individual basis.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Aysgarth School. We have had members of staff with medical disabilities ranging from Dyslexia, epilepsy, cancer, asthma and physical impairment. The external contracted piano tuner is blind and In the past, we have employed a member of staff who was wheelchair bound. All staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met. The School has the services of a professional counsellor who is available to staff and pupils alike.

At Aysgarth School the Governors review the Accessibility plan annually. The Governors will;

- i) review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) consider recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- iii) review the school's disability inclusion, SEND and learning support policy
- iv) review the school's accessibility plan
- v) review such plans and policies as necessary

We regularly review our provision for pupils with special educational needs and/or disabilities. Regular parental surveys provide the School with feedback. We have used the parental survey results to ascertain priorities for our pupils' parents. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body.

Action Plan

The following has been carefully considered by the school's SMT and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training

- Welfare

The results of Aysgarth School's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard/Equality Act 2010	Description
Schedule 10 3.2 (a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3.2(b)	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.
3.2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

3 Year SENDa Plan September 2021 - September 2024

Target	Standard to Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improve physical access to facilities within the school	Schedule 10 3.2(b)	Adapt wherever possible	Bursar Senco	Capital upgrade as available	Physical access improved within the school	September 2024 (medium) and continuously thereafter
Purchase a portable hearing loop	3.2 (a)	Purchase as and when required	Senco	Budget made available as required	Increased hearing provision	As and When required
To continue to identify boys who need help with learning and ensure their needs are met in the classroom	3.2 (a)(b)(c)	Record of concern (RoC) introduced to teaching staff	Senco/Do S/Pastoral	Senco	Better identification of learning support requirement & awareness of SEND pupils	ASAP (Short)
Continued training for staff	3.2 (a)	Staff training	Senco/DoS	Inset allocated	Trained staff with better awareness of SEN for individual pupils	As and when required
Increased access to curriculum	3.2 (a)	HoD's	Senco	Acquire specialist sporting, DT, science equipment	Specialist equipment acquired when necessary	As and when required
Audit of wave 1 provision in the school	3.2 (a)	Classroom observation	Senco		Better access to curriculum for all pupils	ongoing
Additional toilets for disabled users	3.2 (b)	Additional toilets provided	Bursar	Incorporated in future building plans	Additional facilities	Future building (Long) (April 2026)

Special adaptations undertaken for disabled users	3.2 (b)	Adaptations to minibus seating & furniture	Bursar	Adapted as and when required	Adaptations made as and when required	Immediately they are required (Med)
Specialist text books and writing materials	3.2 (c)	Purchase when required	Senco	Purchase when required	Materials available as required	Immediately they are required
Create Transgender section in equal opportunities policy in line with current recommendations as set out by DfE	N/A	RJM/PB to write section	Head/Deputy Head	N/A	Addition to existing policy	Short term Sept 2022