

Title: Accessibility Plan 2018 - 2021			
Ref.:	AC030	Rev:4	Date: May 2021

(17b) Accessibility Plan 2018 - 2021

Rev.	Date	Amendment	Reviewed By:	Authorised By:
4	May 2021	Review of Targets at end of the Plan Cycle	JL/LB	RU
3	Feb 2019	Review of Targets and Resources needed.	JL	RU
2	Sept 2018	Review and Target Setting	JL	RU
1	Sept 2015	Anti-Bribery and Corruption Policy added	BA	RU

Making Yateley Manor more Accessible to Disabled Pupils including those in EYFS Accessibility Three Year Plan: 1 Sept 2018 - 1st Sept 2021

Plan Agreed:	3 rd September 2018
Plan Review:	Annual
Lead member of staff:	Headmaster

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat pupils with disabilities less favourably for a reason related to their disability;
2. To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for pupils with disabilities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- c) Improving the delivery to pupils with disabilities of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The School's Context

Yateley Manor is an independent school for boys and girls age range 2 to 13 years. The school comprises of several buildings covering a large site. These buildings are a mixture of ages and fabrication. All buildings are accessible on the ground floor for staff, visitors and pupils with mobility issues. The main school house (Manor House) is serviced by a lift to enable access to the year 4 and English classrooms.

All subjects, including specialist facilities can be taught on the ground floor and accessible to all pupils.

The School's Aims

Yateley Manor strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the school. We aim to build successful adult lives by offering an inspirational educational journey, specifically through:

1. Offering opportunities for each child to nurture their unique talents and achieve personal academic and educational excellence.
2. Promoting a unique and supportive family atmosphere with strong relationships.
3. Ensuring effective communication with parents to maximise learning.
4. Reviewing and sharing pedagogy which leads to excellence.

The school is working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

How the plan is reviewed and monitored

The Headmaster, SLT and Head of Learning Support review the plan annually in light of any changes or recommendations from professional advisors and feedback from pupils, parents or staff.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

The priorities for the Accessibility Plan for our school were identified by a planning group consisting of:

- Governor
- Headmaster
- Head of Learning Support
- Bursar

Accessibility Plan 2018 - 2021: Review of Objectives

1. Access to the physical environment

Duration	Targets	Strategies	Timescale	Responsibility	Resources Required	Impact	Date Achieved
Short	Improve access and facilities for extended schools - access for community	Toddler toilet and baby changing facilities Provide buggy park	By April 2019	Bursar, Head of Maintenance	Space allocation, Remedial costs for shelter.	Better provision for families visiting school	Not required yet (re-sited entry)
Medium	Improve accessibility for visitors and pupils through reception by removing steps. Also considered in long term targets.	Where possible install ramps to aid access.	By September 2019	Bursar, Head of Maintenance	Financial support needed. Provide for in annual budget.	All community and visitors are able to access reception.	Due to space constraints and limited funding, this potential improvement has been decided against
Medium	Improve access to Cuisine by refurbishment to current classroom	Change of layout will allow better access for people with mobility issues	By September 2020	Bursar, Head of Maintenance	Allow £20k for extension Small projects budget	Enhanced learning experience for pupils and safe access	Some refurbishment completed. Additional access point created. (Summer 2020).
Long	Replace existing adventure playground in the Prep end of the school.	New facilities will need to consider impact for pupils with any disabilities to allow all to use and enjoy.	By September 2021	Headmaster, SENCO, Bursar, Head of Maintenance	Potential part funding from PTA. Allow £40k	Enhanced outdoor experience for all pupils.	Funds level needed caused project to be redesigned to improve existing safety flooring.
Long	Plan and refurbish the nursery outdoor learning to incorporate different access requirements.	Look to utilize the expertise of professional EYFS and disability access partners who can create an exciting but accessible space.	By September 2021	Headmaster, SENCO, Bursar, Head of Maintenance, Head of Nursery	Building project allocation needed. Allow £50k	Enhanced outdoor learning for all nursery pupils.	Fairy garden and raised beds renewed (Sept 2020). Ongoing.
Long	Improve accessibility for visitors and pupils through reception by removing steps.	Re-provide reception in an accessible part of the school	By September 2021	Bursar, Head of Maintenance	Feasibility study needed to assess options. Allow £2k to assess.	All community and visitors are able to access reception.	No plan yet. Part of the old building.

Duration	Targets	Strategies	Timescale	Responsibility	Resources Required	Impact	Date Achieved
Long	Address access issues with top floor of Manor Place and the Nursery.	At present stairs are the only options and mechanical methods need to be investigated and brought into any development plans	By September 2021	Headmaster, Bursar, Head of Maintenance, Head of Nursery	Installation of lifts needed. Quotes to be obtained to assess financial impact.	Open up more teaching space for all pupils. Enhancement on current provision.	No plan yet. Funds. Lesson accommodation reorganized accordingly at the moment.

2. Access to curriculum

Please refer to the school's Special Educational Needs and Disability Policy (SEND). In addition to the measures in place, the following improvements are planned:

Duration	Targets	Strategies	Timescale	Responsibility	Resources Required	Impact	Date Achieved
Medium	Staff training on the use of technology to support student progress, engagement and participation	Workshop time using iPads.	By September 2019	Staff Development Manager	Additional iPads for new members of staff. Allocation in the CPD budget.	Use of technology supports children's learning	Sept 2019 Widespread use now. Update survey on iPad app use (May 2021)
Medium	Staff training on the use of Visuals, Visual timetables and Task checklists in order to fully support children with Language and Communication Difficulties	As above	By September 2019	Staff Development Manager	Allocation in the CPD budget.	Use of technology supports children's learning	Speech and Language Therapist delivered whole staff training (Summer 2019) Ongoing - staff provide as required.
Medium	Further Staff training on Specific learning disorders which become more apparent as the pupil moves into KS2, such as dyslexia or dyscalculia	As above	By September 2019	Staff Development Manager	Allocation in the CPD budget.	Use of technology supports children's learning	Dyslexia training for all teachers (May 2021)

Duration	Targets	Strategies	Timescale	Responsibility	Resources Required	Impact	Date Achieved
Medium	To develop a calm sensory space primarily for children with ASD and for all those children who need this intervention	Working party from LS Department to develop space in the building	By January 2020	Head of LS	Additional budget to access materials. Allow £1k	Space has clear impact on wellbeing of pupils	Blue room completed (December 2019) Additional "Calm Space" developed in Pre Prep (Nov 2020)

3. Delivery of information

Duration	Targets	Strategies	Timescale	Responsibility	Resources Required	Impact	Date Achieved
Short to Long Term	Remind parents of content on the school website.	To raise awareness of website content and school policies through the weekly newsletter.	June 2019 (and then annually)	Marketing Officer, Admin team, all teachers	None Can be detailed in the weekly newsletter.	Parents are as well informed as possible. Parents can apply the school policy to their situation.	Prospective parents have information. Some information on Calendar. Place in INAMOS every September.
Short to Long Term	Parental Communication on PHSE	A speaker comes in to present to parents and pupils on topics such as <ul style="list-style-type: none"> e-Safety Drug Awareness Sex & Relationships Each held on an annual rotation	June 2019	Dep. Head Academic & Pastoral	Speaker fee to consider but most are FOC. No additional resources needed.	Parents feel well informed regarding real world issues.	Christo Brand Virtual talk "Doing Life with Mandela: My Prisoner, My Friend" March 2021
Long term	To build up a support group for parents of children with SEND	Run a coffee morning each term with Head of LS.	May 2019 (termly thereafter)	Head of LS	Hub access and availability of the staff to attend.	Parents feel supported	Commenced (January 2020)