

The Croft Preparatory School

SCHOOL ACCESSIBILITY PLAN

1 April 2021 – 31 March 2024

Reviewed	April 2021
Approved Peer Review	n/a
Approved SLT	October 2021
Approved Board	October 2021
Reviewed Governing Committee	June 2019
Rewrite	September 2024

Introduction

The School's Accessibility Plan is drawn up in accordance with the planning duty as specified in the Equality Act (2010). In addition, it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils, staff and parents". Schools have had a duty to provide reasonable adjustments for pupils with a disability since 2002, originally under the DDA and, from October 2010 under the Equality Act, and this plan shows how the Croft School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors. It also identifies the ongoing actions of the staff and Governing Committee to ensure access to education for disabled pupils.

This Accessibility Plan, produced for the 3-year period detailed above, is implemented as a rolling programme, and is reviewed annually by the Board, SLT and the Governing Committee. After 3 years, the plan will be rewritten.

Contextual Information

The Croft Preparatory School has been in its current location since 1986. The site spans 30 acres with the majority of the school accommodated in converted farm buildings and stables. Mundell Court is a two-storey building, completed in 2001. This building incorporates a disabled toilet and lift for accessing the upper floor. The Theatre/Sports Hall was refurbished in 2009. The Pre-Prep building has a small step, at all entrances; however, a mobile ramp is available for wheelchair users here. The main Art Room is currently only accessible via a flight of stairs. Following a school fire in 2018, the kitchen and dining room block and the first floor

office space in this building were completely renovated. The Prep Staff room relocated to the first floor space and is now only accessible by stairs, however, there is a second staff room in the Pre-Prep building.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

At present we have no wheelchair dependent pupils, parents or members of staff, although this can occur from time-to-time due to fractures or other serious injury.

Things we already do well

Before setting out our Accessibility Plan, it is important to recognise aspects of our practice, policy and procedure which already support the needs of disabled individuals, and to acknowledge where we have succeeded in realising goals from previous Accessibility Planning.

- Children are taught in small classes, allowing for their individual needs
- Staff provide differentiation, support and challenge in the classroom
- Specialist Learning Support staff provide tailored assistance for pupils where necessary
- EAL mentors can provide help and support to children with English as an Additional Language, as well as positively promoting the diverse cultural backgrounds of these pupils, who enrich the school community as a whole.
- Pupils are provided with excellent pastoral support, through our carefully developed pastoral framework
- Our admissions process gathers information about any disability or health condition early in communications with new parents/carers, to ensure that we can accommodate differing needs effectively
- The website allows for easy navigation and clear communication, with key school documentation and policies accessible via this platform
- As a School we are committed to making reasonable adjustment to all stages of the recruitment process, and to job roles, in order to make them more accessible to applicants who have a disability

Action taken during the period March 2018 – February 2021

During the 3-year duration of the last Accessibility Plan, the following were implemented:

- Work was started to provide an additional disabled toilet facility on the school site
- The science lab relocated to a new location where pupils with mobility issues could be better accommodated
- The library relocated to a bigger, more spacious, location, easily accessible by pupils with mobility disabilities
- A school counsellor was contracted to provide additional psychological support to selected pupils
- The curriculum was kept under review to ensure all pupils were able to fully access it, including during the pandemic of 2020/21 when the school was closed to the vast majority of children
- The Nearly New Uniform Shop was relocated to a larger space with ramped, wheelchair access for visitors
- The ability of the school to manage pupils with complex medical conditions, as well as deal with day-to-day first aid, was greatly enhanced with the employment of two registered general nurses and the provision of a new nursing facility. The aim was to ensure that pupils who require more medical support during the school day can access this easily and not miss out on lessons
- The Learning Support Department were provided with 5 bespoke laptops which can be allocated to children as and when needed
- A new 'catch up' programme (Lexia) was purchased to allow the Learning Support Team to help more children reach their targets
- A new management information system was implemented (Engage). All information relating to SEND is now easily accessible to all staff members via this secure system
- Westfield Health, a scheme which enables employees to access medical and psychological support and counselling was introduced for staff

Action Plan Requirements

This Accessibility Plan sets out the action to increase access to education for disabled pupils in the three areas required by the planning duty in the Equality Act, namely:

- To increase the extent to which any disabled pupils can participate in the school curriculum

- To improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils, staff and visitors are able to take advantage of education and benefits, facilities or services provided or offered by the School
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This Plan also considers the access of the School facilities for staff and visitors.

Key Objectives of the Action Plan

The School's objectives are to reduce and eliminate all barriers to access to the curriculum and provide full participation in the school community for any pupils, and prospective pupils with a disability. The school also aims to ensure the full participation of any staff or prospective staff members with a disability, and visitors.

Consultation

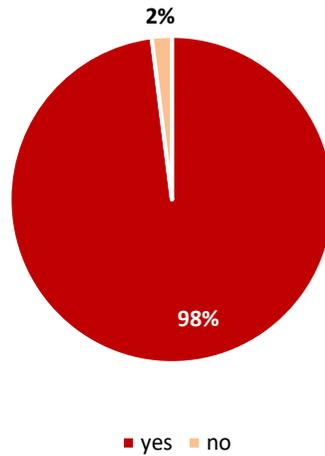
Before drawing up this 3-year plan, the views of staff members and parents/carers were taken into consideration. A series of questions were asked as follows:

Are there any improvements you would like to suggest regarding the issue of accessibility? These might be related to the:

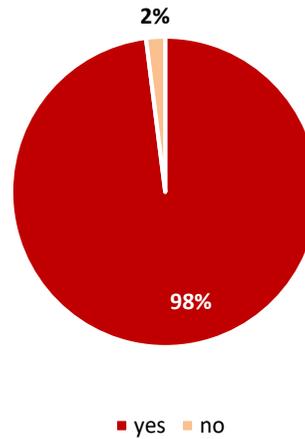
- physical access of the school site?
- the information we provide?
- our educational provision (including school trips or extracurricular activities)?

The responses from parents when asked if they were happy with the accessibility are shown below:

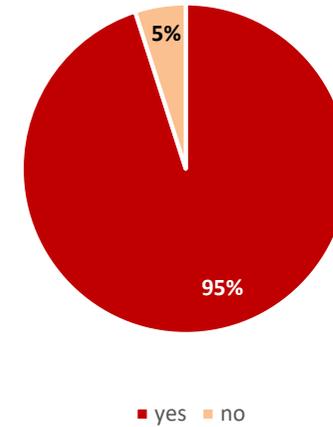
Physical Access to the school site



Access to information



Access to the education provision



Associated School Policies

The School's Accessibility Plan will contribute to the ongoing review and revision of related School policies, ie

- The School Improvement Plan (SIP)
- The Curriculum Policy
- SEND Policy & Information Report
- Equal Opportunities Policy
- Health & Safety Policy

Action Plan

In brief, the Action Plan is structured around the following three areas:

School Curriculum

The School will continue to seek and follow the advice of all relevant educational advisory services, including specialist teachers and advisers, SEND inspectors and appropriate health professionals from the local NHS trusts.

Physical environment

The School will take account of the needs of pupils and visitors, physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the school site and buildings, such as improved access, lighting, acoustics, colour schemes, and more accessible facilities, fixtures and fittings.

Provision of Information

The School will continue to make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

SCHOOL ACTION PLAN FOR 1 APRIL 2021 – 31 MARCH 2024

Time Frame	Objective	Who	How	When	Goal Achieved
Short Term	Replace doors in the Pre-Prep building and ensure the new doors have thumb screw fittings	School business manager	Maintenance to organise work by outside contractor	July/Aug 2021	Doors will be compliant with fire regulations and easier to operate for those with a physical disability
Short Term	Completion of work to create a new disabled toilet facility in the Clock Tower Building	Maintenance	Ensure all fixtures and fittings are completed, including signage Ensure that the emergency pull-cord alert is tested regularly and set this up as a test and check on the H&S Smartlog system	September 2021	Disabled toilet is completed and fully operational
Short/ Medium Term	All school visits and trips need to be accessible to all pupils	Trip Organisers	Ensure venues, activities and means of transport are vetted for suitability. All trip organisers must consider the needs to pupils attending both in terms of the accessibility of the physical premises and activities, and any additional support needed for children with ASD, ADHD etc,	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Short/ medium Term	Introduce an objective measurement to assess the	Head of Learning Support	Develop and introduce systems to enable the objective measurement of	September 2022	Objective data is available to measure the effectiveness of

	efficacy of Learning Support Assistant interventions		pupil interventions as provided by Learning Support Assistants This will enable the school to improve tracking of pupil progress and will provide information about the efficacy of these interventions		Learning Support Interventions
Medium term	Assessment shows SEND children are making accelerated progress Termly progress meetings Termly assessment	SMT	Introduction of termly progress and assessment meetings	Academic year 2021-2022	School is able to assess, measure and respond to pupil progress
Ongoing	Increase confidence of all staff in differentiating the curriculum	Senior Leadership Team	Use the annual staff PPD review to assess staff training needs Ensure that any gaps in knowledge or ability are addressed via peer support, training modules or external CPD	Ongoing	Pupils' outcomes are improved through confident and well trained staff
Ongoing	The school is aware of the access needs of SEND pupils, staff, governors, parent/carers and visitors	Senior Leadership Team, Head of SEND and the HR Manager	To continue to create and improve access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet these as appropriate Continue to consider access needs during recruitment process	Ongoing	IEPs in place for SEND pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues

Ongoing	Improve external and internal environment access for visually impaired people	School Business Manager	<p>Renew yellow strip mark step edges regularly</p> <p>Ensure internal and external lighting is regularly checked</p> <p>Ensure good housekeeping to avoid obstacles which could cause slips, trips and falls</p>	Termly check	Visually impaired people feel safe in school grounds and in school buildings
Ongoing	Ensure staff or pupils with additional needs are considered in relation to crisis management protocols and emergency evacuation	Compliance Manager	<p>Any staff or pupil who requires a Personal Evacuation Plan will have this drafted by the Compliance Manager</p> <p>The Crisis Management team to consider additional needs when drawing up protocols to follow in the event of a crisis situation</p>	<p>PEEP – ongoing as and when needed</p> <p>Crisis Management – table annually</p>	Staff and pupils with additional needs are safe in the event of a crisis or emergency evacuation
Ongoing	Physical environment of school environment	Business Manager & Estates Manager.	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings</p> <p>In particular, the following areas of the school are noted:</p>	Ongoing	Enabling needs to be met where possible and where funds permit

			<p>the steps from the LC area down into the gardens are difficult for younger children to manage. The School Business Manager to assess for a suitable, potentially ramped replacement here in the future</p> <p>Permanent ramps to be considered for the theatre and into the Pre-Prep covered areas</p>		
Ongoing	To ensure driveway, roads, and carparks within school are as safe as possible.	School Business manager	<ul style="list-style-type: none"> • Risk Assessment • Signage • Communication with parents via safety messages /Headmaster's communications. • Ongoing vigilance and car park marshalling • Road safety communication via the curriculum and assemblies for pupils • Pot hole maintenance and repair when funds allow • New drop off and collection 'hybrid' system to be introduced from September 2021 to further improve access and control of vehicles on site 	<p>New collection and drop off system to be introduced from Sept 2021</p> <p>Pothole repair to be assessed Autumn 2021</p>	<p>No accidents</p> <p>Disabled car parking spaces available for disabled drivers when they need them, not blocked by other users</p> <p>Safe speeds and careful driving on the site</p>
Ongoing	Continue to ensure availability of written material in alternative forms (braille, large print etc).	School Business Manager	Maintain contact with the RNIB regarding translation of key school documents into Braille	Ongoing	School able to deliver information in different formats to pupils and parents with disabilities

			Large print formats can be provided on request		
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Review and Communication

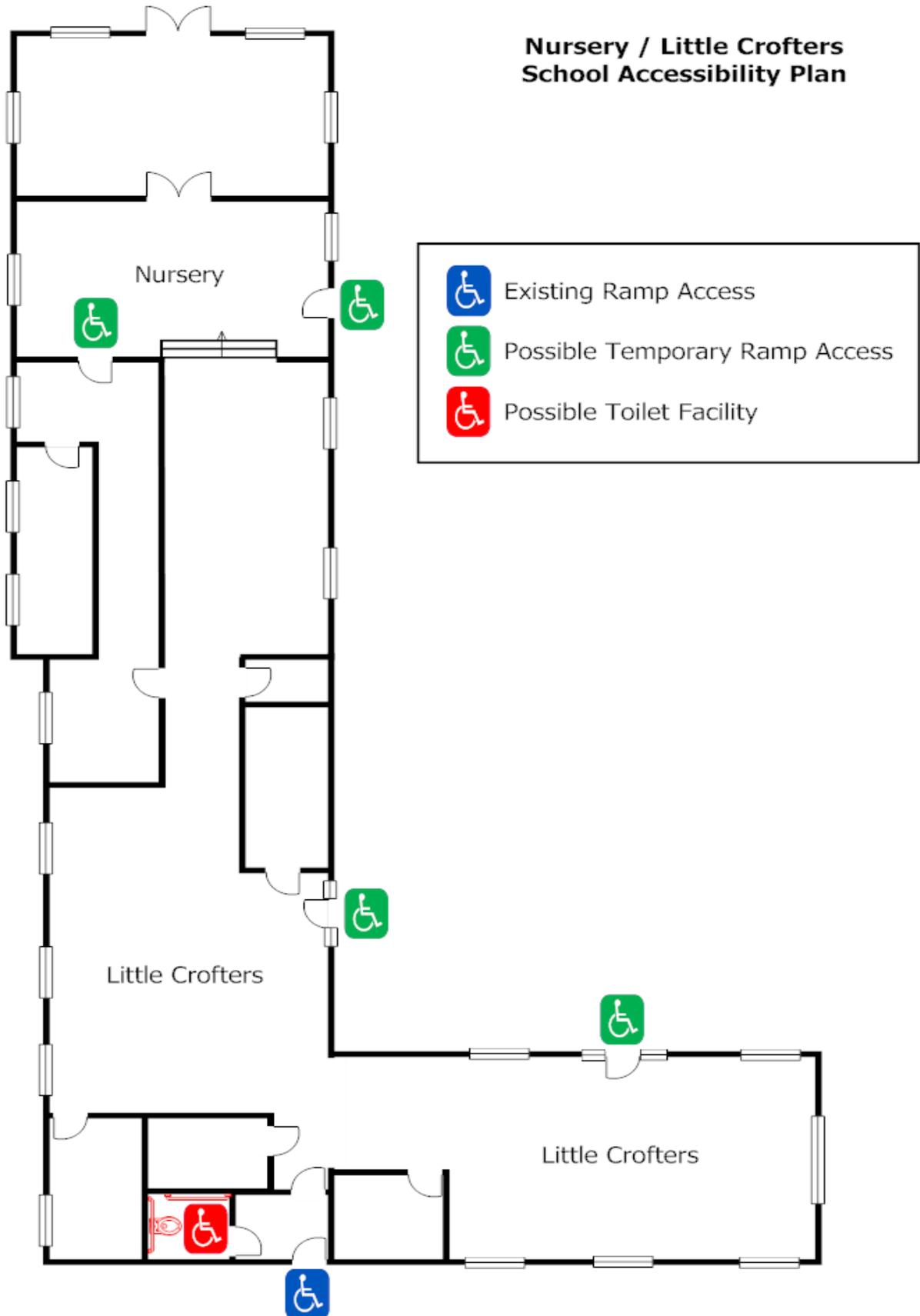
The Board of Directors has overall responsibility for the Accessibility Plan. The plan is reviewed at least annually by the Board to ensure progress is being made. After 3 years, the plan will be rewritten. A copy of the Accessibility Plan is available from the School Office, and on the School Website.

	Existing Ramp Access
	Possible Temporary Ramp Access
	Possible Toilet Facility
	Existing Toilet Facility

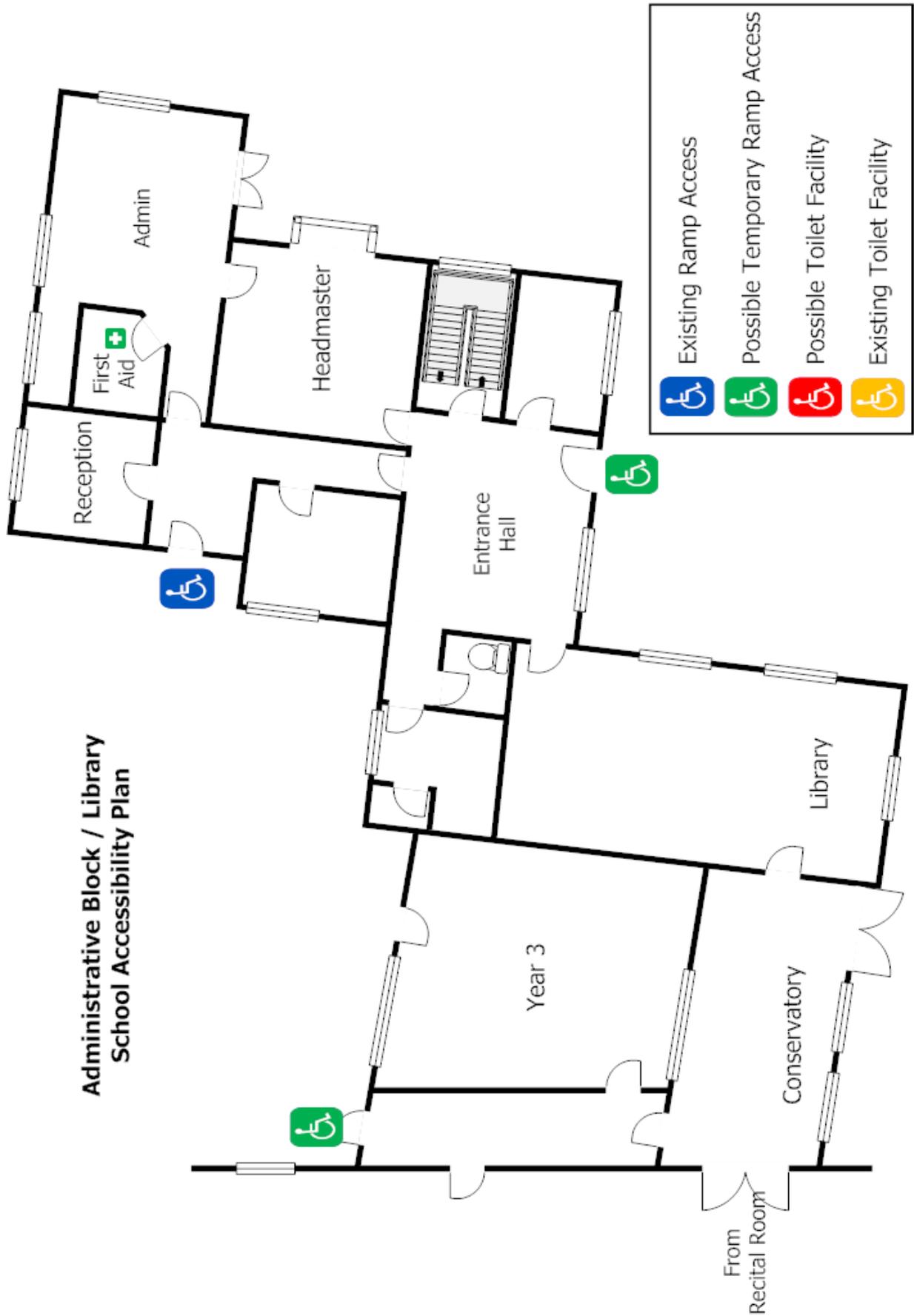
**Pre-Prep
School Accessibility Plan**



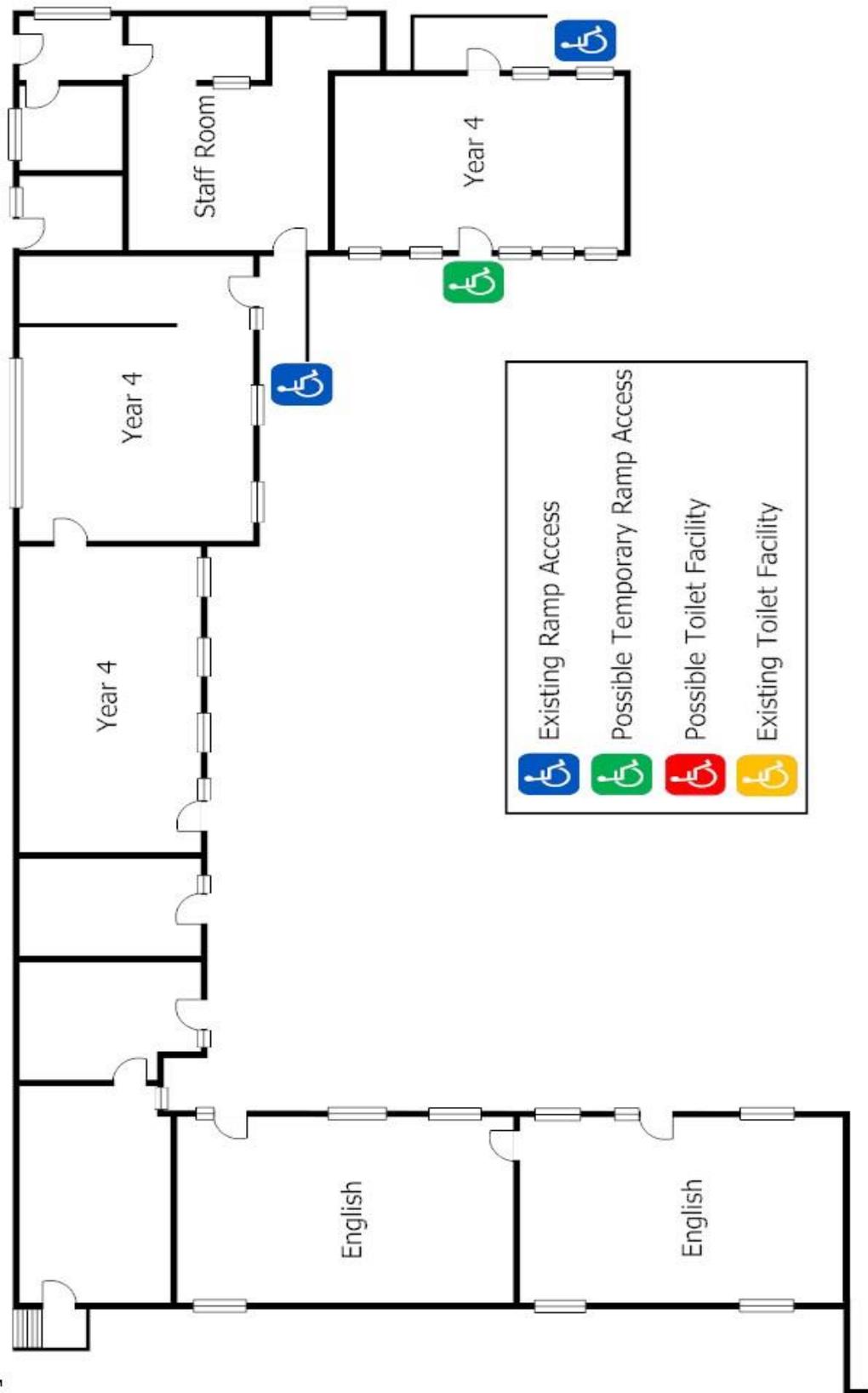
Nursery / Little Crofters School Accessibility Plan



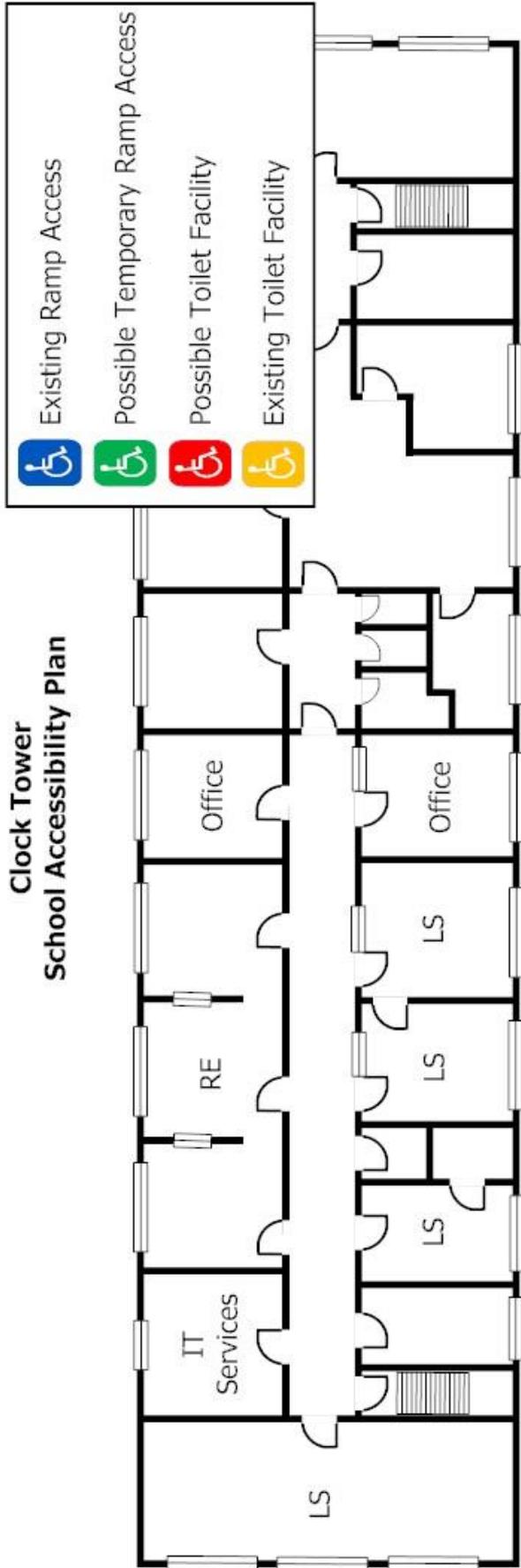
**Administrative Block / Library
School Accessibility Plan**



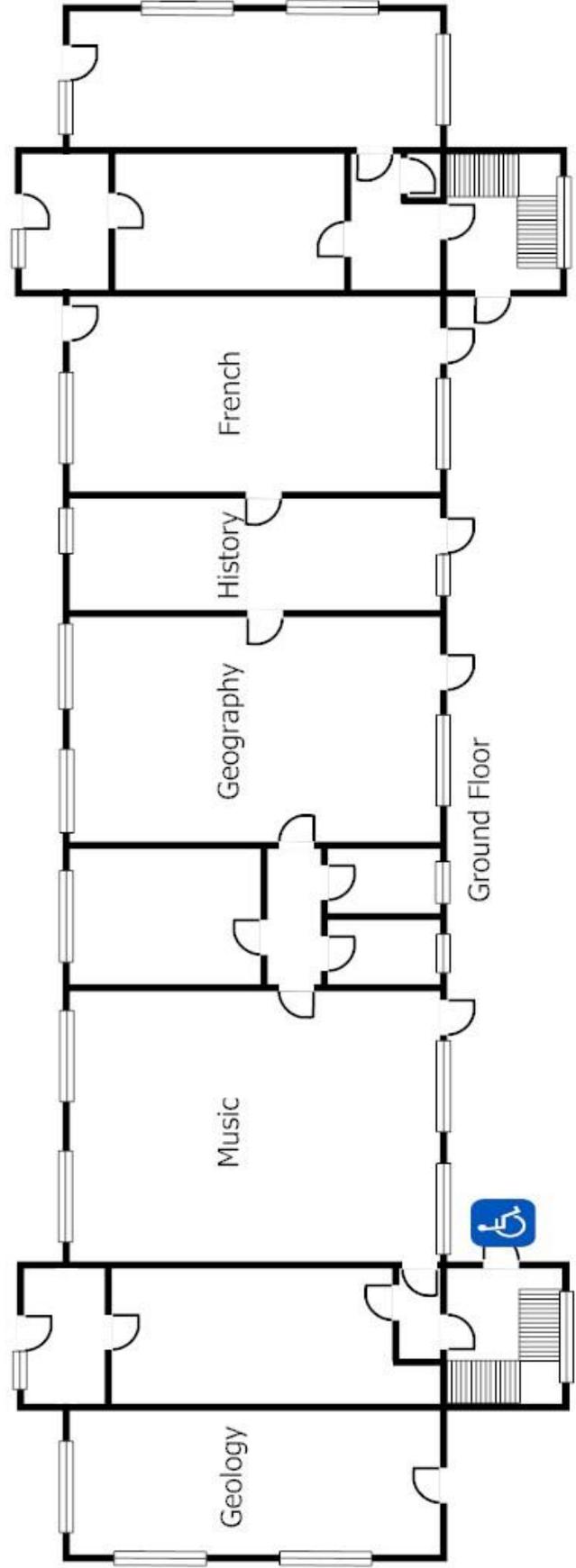
**Prep (English / Year 4 / Staff Room)
School Accessibility Plan**



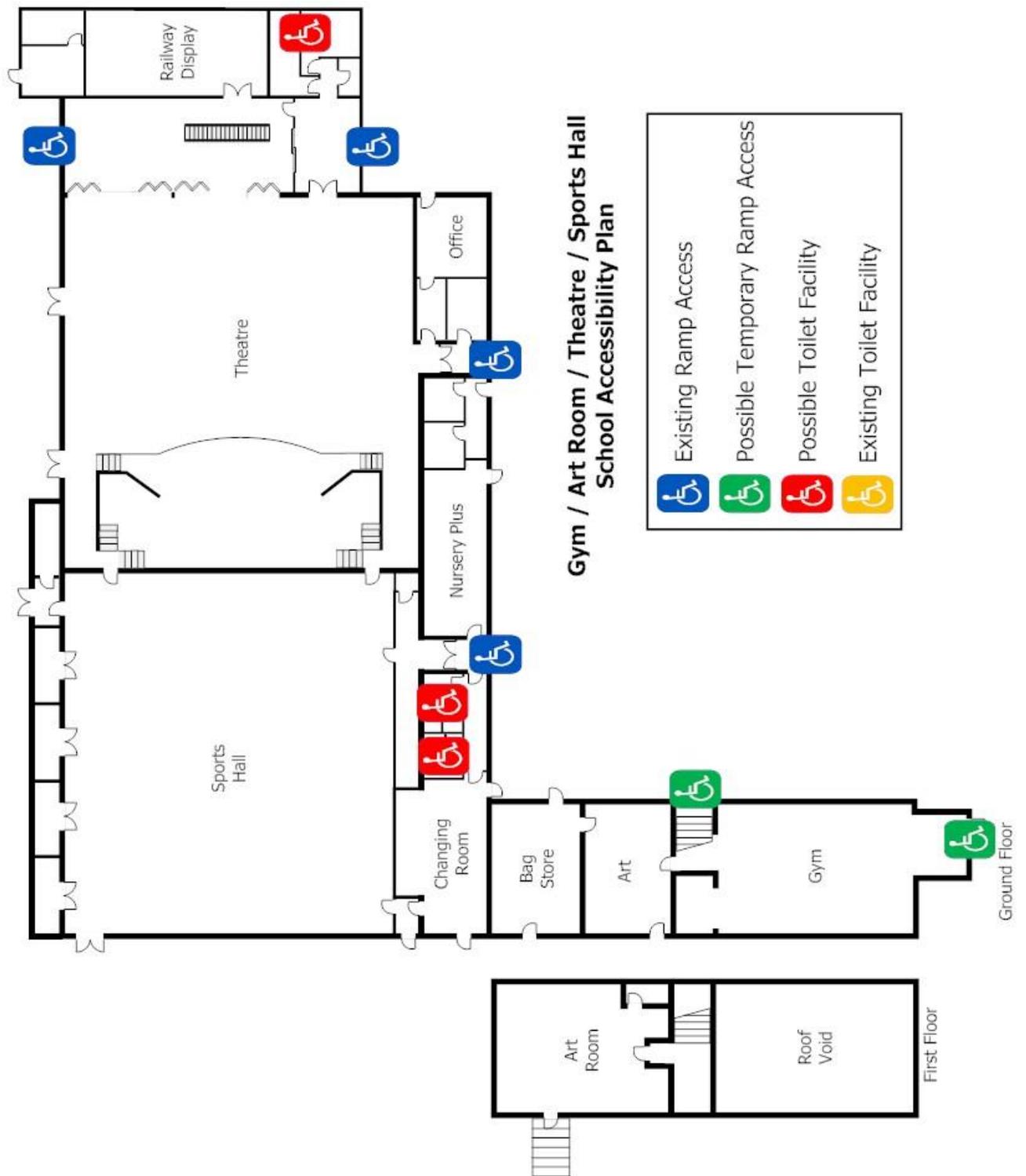
**Clock Tower
School Accessibility Plan**



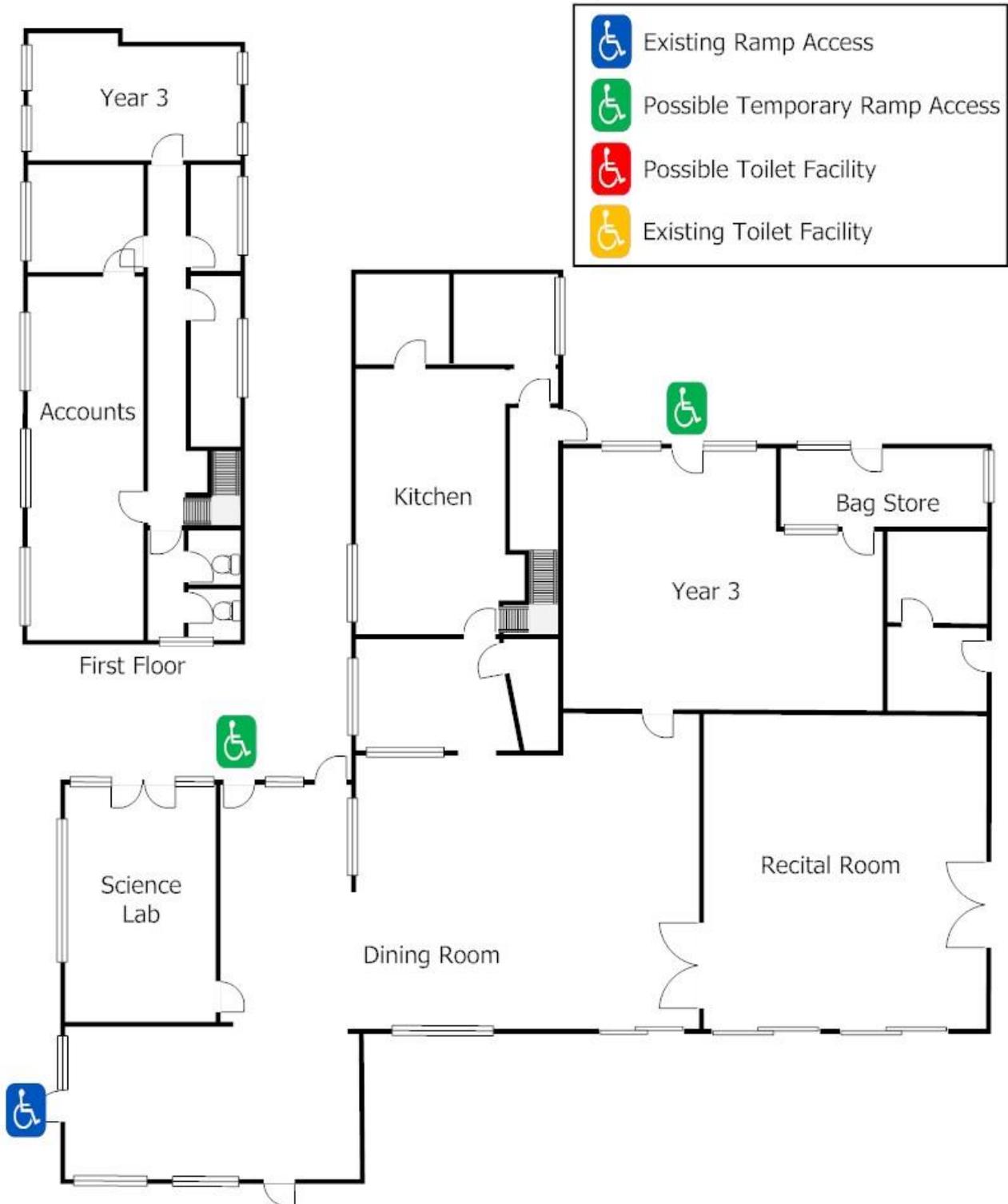
First Floor



Ground Floor



**Prep / Dining Room / Kitchen / Recital Room / Accounts
School Accessibility Plan**



**Mundell Court (Ground Floor)
School Accessibility Plan**



**Mundell Court (First Floor)
School Accessibility Plan**

