



Hampton Pre-Prep and Prep School Accessibility Plan April 2018 – March 2021

This document should be read in conjunction with the **Learning Support Policy (LS Policy)**.

Hampton Pre-Prep and Prep School (the School) is committed to increasing the access for pupils with Special Educational Needs and Disabilities (SEND). Our Accessibility Plan encompasses the Equality Act 2010 to ensure:

- a) Increasing the extent to which disabled pupils can participate in the School's curriculum,
- b) Improving the physical environment of the School for the purpose 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, and
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Date updated	February 2018	Date ratified by Governors	March 2018
Date for next review	February 2021	Reason for review	Triennial review

Accessibility Plan for Curriculum

Target	Strategy	Resources	Timescale 1 – 3 years	Goal Achieved
<p>Enhance the implementation of the SEND Code of Practice 2014, across the School</p> <p>Heads of Department audit their subjects annually</p>	<p>The School offers high quality, personalized teaching that increases the extent to which pupils with Special Educational Needs and Disability (SEND) or a medical condition can participate more.</p> <p>Adapt teaching to match learning needs of the pupils with SEND, e.g. more targeted, differentiated teaching, to create opportunities to use a multi-sensory approach to learning experiences</p>	<p>Heads of LS in both Pre-Prep and Prep disseminate information about pupils in receipt of learning support regularly, e.g. during staff meetings, and any pupils with a new diagnosis are flagged to all relevant colleagues immediately. Information is uploaded to SIMS to ensure it is accessible to all staff and may contain suggested strategies.</p> <p>Heads of Department to liaise with the LS Department to develop appropriate resources and provide evidence for Access Arrangements.</p> <p>Costs for reasonable adjustments will vary across the curriculum.</p>	<p>2018-2019: Include greater differentiation in planning lessons, and review existing schemes of work.</p> <p>2019-2020: Deputy Head Academic / Heads of Departments to encourage an inclusive classroom and a range of teaching styles, in adherence with the Teaching Standards.</p> <p>2020-2021: Maintain a multi-sensory approach to teaching and learning. Building in greater opportunities for pupil feedback, to shape and inform future planning</p>	<p>Use pupil and parent feedback to evaluate the impact of additional personalised teaching and learning experiences.</p>

<p>In line with the LS Policy, monitor the progress of pupils with SEND</p>	<p>Teachers have a greater focus on particular areas of development for pupils with SEND.</p>	<p>Monitoring and tracking systems to review the progress made by pupils with SEND. Simple, clear steps are shared with pupils to illustrate and demonstrate how to improve.</p>	<p>2018-2019: Simple, clear steps are shared with the pupils to illustrate and demonstrate how to improve – in line with the new programme for targets introduced in 2017.</p> <p>2019-2020: Develop long term tracking record.</p> <p>2020-2021: Review tracking procedures in place.</p>	<p>A working document, which can be constantly refined and amended.</p>
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Facilities – Accessibility plan of improvement

Prep School

- After completion of the new build in 2016, the majority of the site is accessible for pupils with moderate physical difficulties.
- The outside areas are flat and completely accessible.
- The Prep School has 2 disabled parking spaces.
- There is a toilet for disabled students on the ground floor.
- There is wheel chair access and a lift to all floors.

Pre-Prep School

Target	Strategy	Outcome	Timescale	Goal Achieved
Ensure the signage around the School is easy to read and where required there is directional signage.	Signs should be in capital and lower case and a non-serif font. There should also be sufficient contrast between the font and the background.	To ensure people with visual impairment, dyslexia and learning difficulties can read the signage with ease	December 2018	
Review the steps around the building to ensure that there is sufficient contrast on the step nosings.	Complete an audit of the building and prepare a list of steps which require adjustment	To reduce the risk of slips and trips	September 2018	
Replace toilet paper dispensers with more disabled friendly style	When the toilets are upgraded, the School to replace all chain cisterns with a more modern version.	This is to ensure that everyone can retrieve paper from the dispenser as required.	September 2020	
Vision panels to be fitted in all classroom and office doors that currently do not have vision panels fitted.	When the building is upgraded, new doors to have vision panels and upgrade existing doors	To ensure that people can see in to offices and classrooms at all time.	September 2020	
Pull chain flushes need to be phased out and a new cisterns fitted that can be used by disabled people.	When the toilets are upgraded, the School to replace all chain cisterns with a more modern version.	This is to ensure that disabled people can flush the toilet without over stretching.	September 2020	

Accessibility Plan for the Admissions Process

The School is inclusive and welcomes applicants with SEND, promoting a positive culture towards their inclusion and it will not treat such applicants less favourably on these grounds. At present the School's facilities, physical and otherwise, for the disabled and those with SEN are limited but the School will do all that is reasonable to comply with its legal and moral responsibilities under the *Equality Act 2010* and the *Special Educational Needs and Disability Act 2001* in order to accommodate the needs of applicants who have disabilities or needs for which, with reasonable adjustments, the School can cater adequately.

The School must be made aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School. Parents or guardians of an applicant who has any disability or special educational needs will be required to disclose full written details during the admissions process and will be asked to complete a Confidential Pupil Information form. All relevant information must be provided to the Headmaster at least six weeks before attending an entrance examination at the School. Additional information may be requested.

The School needs this information so that, in the case of any applicant with particular needs, staff can assess those needs and make sure the School can provide adequately for them throughout the admission process (including attendance at assessment days, for example 7+ and Kindergarten Play Visits).

The School will consult with parents or guardians about the adjustments which can reasonably be made for the applicant both during the admission process and later as a pupil should the offer of a place be made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled applicants and will make such reasonable adjustments as necessary. Similarly, if special educational needs or a disability become apparent after a place at the School has been accepted, the School will consult with the parents about adjustments which can reasonably be made in order to allow the pupil to continue at the School. If an undisclosed special educational need or disability becomes apparent after a place at the School has been accepted, the School reserves the right to withdraw the offer of a place.

Target	Strategy	Outcome	Timescale	Goal Achieved
<p>Improve methods of gathering information about a prospective pupil's disability or special educational need at the beginning of the Admissions process to ensure a smooth transition for all applicants</p>	<p>Provide facility to complete Registration Form electronically</p> <p>Provide additional telephone support when required and consider further adaptations of registration and other admissions forms as appropriate e.g. larger print, braille, translation into other languages, production of audio tape, etc.</p>	<p>Electronic Registration form available on website</p> <p>Wider level of support provided to facilitate access to the admissions process</p>	<p>April 2020</p>	
<p>Meet SEND for all applicants and improve liaison with parents and feeder schools / nurseries</p>	<p>Close liaison with Deputy Head Academic and Head of Pre-Prep, together with Heads of Learning Support (Prep & Pre-Prep) regarding access arrangements for entrance assessments</p> <p>Sharing of candidates' information including registration forms, school reports and EP reports</p> <p>Liaison with feeder schools / nurseries (heads, class teachers and SENCOs) to establish needs and history of provision</p> <p>Ensure reasonable adjustments are put in place for visually impaired candidates e.g. larger font/modified papers, additional time, one-to-one invigilation</p> <p>Visit current feeder schools to</p>	<p>Every applicant has their individual SEND met</p> <p>Individual access arrangements in place</p> <p>All individual needs are met</p> <p>Deputy Head Academic / Head of Pre-Prep / Heads of Learning</p>	<p>July 2019</p>	

Target	Strategy	Outcome	Timescale	Goal Achieved
	<p>meet with PLSA to assist with adjustments and transition prior to candidate entry to the School</p> <p>Arrange use of laptop, extra time, readers, prompters, one-to-one invigilation as required and according to age/stage of the child</p>	<p>Support to visit current feeder schools / nurseries ensuring smooth transition for candidates. Home visits offered to all Kindergarten pupils</p> <p>All necessary requirements in place for candidates</p>		
<p>Ensure that overseas applicants have access to the admissions process</p>	<p>Liaison with current feeder schools / nurseries to allow participation in entrance assessments</p> <p>Employ translators when needed</p>	<p>Geographical & language barriers removed</p> <p>Overseas candidates interviewed via Skype – if appropriate to the age and stage of the child</p>	<p>September 2020</p>	
<p>Enhance communications with feeder schools / nurseries to ensure information shared throughout the admissions process</p>	<p>Visit feeder schools / nurseries prior to pupil admission as required.</p>	<p>Smooth transition as a result of visits to feeder schools / nurseries.</p> <p>Home visits programme and attendance of LBRuT Transition event enhances communication and the transfer of important information.</p>	<p>December 2018</p>	
<p>Annual review of Admissions Policy and Admissions process</p>	<p>Annual Governor audit</p> <p>Annual Admissions review with Pre-Prep & Prep SMT</p>		<p>December 2018</p>	