



ACCESSIBILITY POLICY

This whole school policy also applies to the EYFS

Ethos and Aims with relation to Accessibility

This policy also applies to EYFS

1. We are a small, non-selective school with a friendly, caring, family atmosphere which values each pupil as unique and special. We are part of Tormead Limited. We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Rydes Hill Preparatory School & Nursery. Treating every child as an individual is important to us and we welcome pupils with special educational needs, learning difficulties and/or disabilities, providing that our teaching staff can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive support.
2. We regularly review and take steps to improve the physical environment of the school and always consider if it is possible to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school when making these improvements.

Context

3. Rydes Hill Preparatory School and Nursery is made up of a number of mostly interlinked buildings principally built in the Georgian era. There are two additional classrooms and associated cloakroom in a stand-alone block which were built in the 1980's. The school is situated on one physical site but does use off-site facilities for swimming lessons. The school is on multiple levels with different classrooms on both the ground and upper floors of the school. There are numerous steps around the school as the site is built on different levels. The main entrance hall has a wooden staircase which provides access to various classrooms and STEAM suite. The nursery occupies stand-alone buildings.
4. Our accessibility plan has taken into account the physical limitations in place due to the nature of the existing buildings. We have several staff members who speak languages in addition to English.

Current Status

5. The Senior Leadership Team (SLT) have considered the following areas when drawing up and reviewing the accessibility plan:
 - Admissions
 - Attendance
 - Extra-curricular activities
 - Governing body representation
 - Physical school environment
 - Selection & recruitment of staff
 - Sport Education
 - Staff Training
6. The results of the review and continuous monitoring of the above has informed the 3 Year Accessibility Plan which follows.

Appendix 1 – Target Tables

Targets	Standard to be Met	Strategies	Outcome	Target Date (T) or Completion (C) Date
Ensure that Rydes Hill meets its responsibility to ensure that it removes barriers to entry to our school	Equality Act 2010	Amend application form to request information relating to disability or additional needs making clear why this information is requested	Enables school to consider what adjustments may need to be made in order to remove any barriers to entry and to ensure that offer of a place can be made with additional relevant information	April 2019 (C)
		Include information in our Open Day advertising requesting that those requiring access assistance contact the school in advance	Will enable ramps etc. to be in place in advance of Open Days	March 2020 (C)
		Produce a special information pack for pupils with a disability giving specific information on the arrangements that could be put in place to facilitate admission to the school	To be prepared to provide timely and realistic information to any parent of a potential pupil with a disability	On-going
		Amend application form (or accompanying documentation) to ask if any prospective employee requires specialist access or assistance if invited for interview etc.	To ensure that all potential candidates can be interviewed and take a tour of the school	April 2019 (C)
Support visually impaired students with environmental changes and range of delivery options for resources	Schedule 10 3.2 (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Provide iPad and link to whiteboard to ensure visual material presented at close range. Use of laptop for visually impaired students default setting with on-screen magnification and automatic enlarged font size. Provide modified print. Access to free on-line books through www.accessiblelibrary.org.uk .	Display can be modified to suit individual pupil needs	Ongoing
Support pupils with speech and language difficulties with appropriate adaptations and aid	Schedule 10 3.2 (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled	Work with parents and external agencies and SENDCo to implement targets from therapists and provide support where appropriate.	All children with speech and language needs are well supported.	Ongoing
Support movement-	Schedule 10 3.2 (a)	Swap a movement-impaired	Movement	Ongoing

impaired students with environmental changes and forethought	Increasing the extent to which disabled pupils can participate in the school's curriculum	<p>pupils classroom to ground floor</p> <p>Purchase classroom set of i-pads so that ICT available to all pupils</p> <p>Classrooms set up with a small number of computers</p> <p>Hold after-school clubs and activities on the ground floor</p>	<p>impaired pupils given easier access to classroom</p> <p>If ICT suite inaccessible an alternative method of accessing the curriculum is available</p> <p>Movement impaired pupils able to take advantage of same extra-curricular options as non-impaired</p>	<p>(Not necessary currently)</p> <p>2019 (C)</p> <p>2023 (C)</p> <p>Stay and play held on the ground floor when required</p>
Support, encourage and stimulate all students with sensory, mental or physical impairment	Schedule 10 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 benefits, facilities or services provided or offered by the school.	<p>Where pupils with these needs are present, teachers will adapt the curriculum and the learning environment accordingly.</p> <p>Mindfulness strategies incorporated into class time by Class teachers</p> <p>ELSA sessions available for pupils who have been identified as benefitting from this.</p>	Pupils with sensory, mental or physical impediments are well supported.	Ongoing
Support visually impaired students with environmental changes and range of delivery options for resources	Schedule 10 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 benefits, facilities or services provided or offered by the school	<p>Re-mark lines (white) on the steps outside Higher Preparatory, Middle Preparatory and Science Laboratories</p> <p>Improve lighting of netball/tennis courts by installing floodlight to use in low light</p>	<p>Visually impaired better able to identify where steps begin and end</p> <p>FRHPS have funded the purchase of floodlights</p>	<p>Target – Annual maintenance list Completion – Repainted annually</p> <p>Installed Summer 2019</p>
Support movement-impaired pupils in their daily routine and ensure their comfort in the school environment	Schedule 10 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 benefits, facilities or services provided or offered by the school	<p>Carry out further site survey to identify current access problems.</p> <p>Plan a wheelchair friendly route for access and egress and for accessing classroom and amenities.</p> <p>Ensure any private music tuition for movement-impaired students is scheduled to take place in the Performing Arts Block.</p>	<p>Highlighted issues can then be addressed</p> <p>Have this available for any visitors to school</p> <p>Wider range of private music tuition is available</p>	<p>Part of Annual Review</p> <p>The new nursery classroom (2021) has full wheelchair access and toilet facilities. In addition, the additional Nursery classroom has a new wheelchair access and wider fire door installation, which allows access to both to the nursery and the Science classroom. The</p>

				<p>additional toilets are wheelchair friendly.</p> <p>New music practice room in main building completed August 2021</p>
Support hearing-impaired pupils with technological adaptations to school environment	Schedule 10 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 benefits, facilities or services provided or offered by the school	Where pupils with these needs are present, teachers will adapt the curriculum and the learning environment accordingly.	Pupils with hearing impediments are well supported.	Ongoing