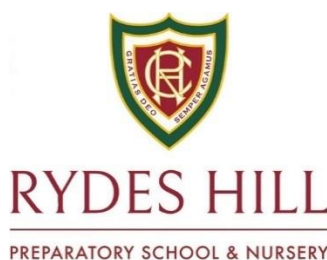


RYDES HILL PREPARATORY SCHOOL & NURSERY

P21 (ISI 17B) – THREE YEAR ACCESSIBILITY STRATEGY & PLAN (1ST APRIL 2023– 31ST MARCH 2026)

REVIEWED ANNUALLY



MISSION STATEMENT

IN OUR SCHOOL WE WILL TRY TO:

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what the School stands for and all are encouraged and challenged to be the best they can be.

Written By :	Cate Rowson – Deputy Head (Academic)	1st March 2023
Reviewed By :	Vanessa Wood – Deputy Head (Pastoral)	3 rd June 2024
Approved By :	Sarah Norville – Headmistress	3 rd June 2024
Governor Review By :	Governing Body Review	26 th June 2024

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Revision History

Revision	Paragraph Number	Revision
Sept 2002		Original document
March 2020	Paragraph 7	Updated tables Update Census data and number of SEN and EAL pupils
March 2021	Paragraph 7 Target 1 Target 2 (Visual Support)	Update Census data and number of SEN and EAL pupils Special information pack for pupils with a disability to be complete by end of academic year Changed from Spring 2019 to ongoing
March 2022	Paragraph 7	Update Census data and number of SEN and EAL pupils Added Head of Nursery to SLT Additional support for pupils with visual and hearing difficulties Additions Mindfulness and ELSA Change in name from Music to Performing Arts block
August 2023	Paragraph 7	Update Census data and number of SEN and EAL pupils

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
SEN	Special Educational Needs
SLT	Senior Leadership Team <i>Consists of Headmistress, Bursar, Deputy Head (Academic) and Deputy Head (Pastoral) and Head of Nursery</i>

Ethos and Aims with relation to Accessibility

1. We are a small, one form entry school, with a friendly, caring, family atmosphere which values each pupil as unique and special. 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 library is particularly ornate containing wooden panelling and frescoes depicting Joan of Arc. 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 the Form One classroom, Upper Transition classroom and STEAM suite. The nursery occupies stand-alone buildings.
4. As a small independent preparatory school and nursery we have a relatively small budget and our accessibility plan has taken this into account along with 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.

Purpose

5. From September 2002 independent schools became subject to new non-discrimination and planning duties in relation to disabled pupils and prospective pupils. These were subsequently subsumed into the Equality Act 2010 which replaced all previous equality legislation. It also introduced the need for a school to make "reasonable" adjustments to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with those who are not disabled in relation to admissions, the provision of education, access to any benefit, service or facility, exclusions and/or subjecting the pupil to any other detriment. In particular, Schedule 10 of the Equality Act stated that schools should be:-
 - 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 information which is readily accessible to pupils who are not disabled.

6. Since April 2003, independent schools have been obliged to prepare accessibility plans which must be in writing, within the resources that the school can afford, cover a minimum period of 3 years and which will be the subject of inspection by the Independent Schools Inspectorate as part of its six-year inspection cycle.

Current Status

7. As of 18th January 2023 (Census day), Rydes Hill Preparatory School has one pupil with an Educational Health and Care Plan (EHCP). There are XX pupils receiving SEN support and XX pupils for whom English is an additional language (XX in main School and XX in Nursery). We have XX pupils with disabilities and 1 staff with disabilities. We have 0 Governors with disabilities. Although at present we do not have anyone in these circumstances we wish to ensure that we are able to consider what reasonable adjustments we could make should such circumstances arise and to ensure that we do not inadvertently discourage applications from any potential pupils or staff with a disability.
8. The Senior Leadership Team (SLT) have therefore 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
9. 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	Work with parents and external agencies. Miss Quinn (trained in Speech & Language) SEN TA to implement targets from	All children with speech and language needs are well supported.	Ongoing

	not disabled	therapists and provide support where appropriate.		
Support movement-impaired students with environmental changes and forethought	Schedule 10 3.2 (a) Increasing the extent to which disabled pupils can participate in the school's curriculum	Swap a movement-impaired pupils classroom to ground floor Purchase classroom set of i-pads so that ICT available to all pupils Classrooms set up with a small number of computers Hold after-school clubs and activities on the ground floor	Movement impaired pupils given easier access to classroom If ICT suite inaccessible an alternative method of accessing the curriculum is available Movement impaired pupils able to take advantage of same extra-curricular options as non-impaired	Ongoing (Not necessary currently) 2019 (C) 2023 (C) Prep club and stay and play held on the ground floor when required
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.	Where pupils with these needs are present, teachers will adapt the curriculum and the learning environment accordingly. Mindfulness strategies incorporated into class time by Class teachers ELSA sessions available for pupils identified by Pastoral Deputy.	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	Re-mark lines (white) on the steps outside Higher Preparatory, Middle Preparatory and Science Laboratories Improve lighting of netball/tennis courts by installing floodlight to use in low light	Visually impaired better able to identify where steps begin and end FRHPS have funded the purchase of floodlights	Target – Annual maintenance list Completion – Repainted annually Installed Summer 2019
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	Carry out further site survey to identify current access problems. Plan a wheelchair friendly route for access and egress and for accessing classroom and amenities.	Highlighted issues can then be addressed Have this available for any visitors to school	Annual Review in summer Target – Summer 2022. Needs some door modifications

	services provided or offered by the school	Ensure any private music tuition for movement-impaired students is scheduled to take place in the Performing Arts Block.	Wider range of private music tuition is available	New music practice room in main building completed August 2021
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