



THE ORATORY  
PREP SCHOOL

## 3 Year School Accessibility Plan October 2023 – October 2026

Plan agreed: 1st October 2024

Lead members of staff: Jess Russell (SENCO), Mia Suggitt (Admissions Manager), Tim Carey Yard (Bursar), James Baker (Senior Deputy Head)

## **1. Introduction**

This document outlines our accessibility plan as required by the Equality Act 2010. The Act makes it unlawful for Bellevue Education, which is the responsible body of the Oratory Preparatory School, to discriminate, harass, or victimise a pupil or potential pupil or staff member. This Accessibility Plan covers:

- admissions
- increasing the extent to which disabled pupils can participate in the School curriculum;
- improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils, of information which is provided in writing, for pupils who are not disabled.

The Equality Act 2010 outlines a number of protected characteristics that we must pay due regard to:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Oratory Preparatory School and Bellevue Education adhere to the requirements of the Independent School Standards.

## **2. Rationale for an Accessibility Plan**

### THE SCHOOL'S CONTEXT

We are a co-educational, independent school for children from 2 – 13 years. The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the school. We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their ethnicity, age, disability, gender or background.

We acknowledge that there may be times when this is impossible or inappropriate, despite our best wishes or best efforts.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask all applicants for admission to the School to disclose whether they have received any learning support, or had any external assessments, for example, by an Educational Psychologist, or have any disability or other condition of which the school should be aware. The school will be sensitive to any issues of confidentiality.

**It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.**

WE ARE WORKING WITHIN A NATIONAL FRAMEWORK FOR EDUCATIONAL INCLUSION PROVIDED BY:

- Education Act 1996
- The Disability Discrimination Act (amended for schools 2001) and the Equality Act 2010
- The SEND Revised Code of Practice 2015
- ISI INSPECTION

THE PRIORITIES FOR THE ACCESSIBILITY PLAN FOR OUR SCHOOL WERE IDENTIFIED BY A PLANNING GROUP WHO CONSISTED OF:

- Jess Russell (SENCO),
- Mia Suggitt (Admissions Manager)
- Tim Carey Yard (Bursar)
- James Baker (Senior Deputy Head)

**Attached is a set of action plans showing how the School will address the priorities identified in the Plan.**

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

**Increasing the extent to which disabled pupils can partake in the school curriculum through reasonable adjustments:**

- Setting
- Differentiation and Variation
- Learning Support Assistants support in Prep. Class withdrawal group work in Pre-prep.
- Individual learning support lessons are delivered by qualified specialists.
- Individual Needs Profiles and Individual Learning Plans are provided for staff, recommending specific classroom strategies for meeting the individual learning needs of pupils with SEND.
- Equipment and resources provided (via Learning Support Department) for pupils with specific needs in the classroom.
- Extra time in formal and informal examinations for those with evidence of need (and complying with JCQ regulations).
- Provision of Reader, Scribe (and/or amanuensis), Prompter and any agreed/necessary access arrangements in formal and informal exams.

- The use of Speech to Text and typing as a normal way of working can be made available should it be required for a pupil with a disability.
- Annual review of policies concerning bullying as well as physical and psychological welfare is undertaken.
- Laptop usage for lessons and examinations for those needing this facility \*(see below)
- All pupils are encouraged to take part in music, drama and physical activities.
- All pupils included in school trips, special events and extra-curricular activities.
- Communication with SENCO regarding pupil concerns at any time, with immediate follow-up and action plan.
- Maintaining awareness of the 2015 SEND Code of Practice for Staff (including new staff).
- Providing access to the Learning Support Register and Exam Access Arrangements List for recognition of pupils with individual needs throughout the school.
- Arranging referrals to external practitioners such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behavioural Optometrists, Autism Specialists and CAMHS/NHS.
- On-site provision of Speech and Language Therapy and Occupational Therapy.
- INSET attendance by SENCO to keep up-to-date with current thinking and best practice.
- INSET arrangements for staff training on individual needs, e.g. autism, dyslexia, dyspraxia.

**All of the above is in place and ongoing.**

***MATHS AND ENGLISH SUPPORT:***

The SENCO and the Learning Support Teachers provide small group support for Maths, English and handwriting within the Prep phase as required.

***MENTAL HEALTH AND WELL-BEING:***

Form Tutors and class teachers maintain responsibility for monitoring the well-being of pupils in their form/class. Staff have been given INSET on *Safeguarding, Well-being and Mental Health* which included information on the inclusion of mental health in the KCSIE document and also the introduction of Relationships and Sex Education.

#### **FUTURE CONSIDERATIONS DURING THE DURATION OF THIS 3-YEAR PLAN:**

- Boarding House staff can share concerns they have about a child, potentially with a counsellor sourced by the parent. Following a collaborative process between child, staff, parents and counsellor there is the option for the child to have 1:1 sessions with the counsellor. There is also the option for the child to speak directly with an adult during the school day.

***This provision is in place.***

- Resumption of the provision of an Independent Listener for the boarding house pupils.

***Angela Stanton has agreed to take on this role from September 2020.***

- *Provide access to, and/or guidance for, the use of Speech to Text software, particularly in examinations, for pupils at a significant disadvantage in the production of written expression by physical means.*

***This is readily available software that can be acquired if needed for pupils who access it as their normal way of working.***

- *Provision of 1:1 support by a specialist teacher for learners in the pre-prep who require support and for pupils in the prep who are dyslexic, ADHD, ASC or are diagnosed with any other disability or learning difference that may impact upon learning and reaching their potential.*

***This provision is in place.***

- Arrangement of staff INSET training for Mental Health/Anxiety issues in schools today.  
**The school nurse in a trained Mental Aid First Aider. Furthermore, the school is putting in place ELSA training to support the pupils further.**
- Other issues that arise within the duration of this plan.  
**Any issue will be attended to as need arises.**

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

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- Recognised and established site route for wheelchair access and egress as well as amenities.

**Ramps are in place, school is mainly a ground floor, with wide enough corridors which mainly feature double doors, lifts to the theatre and music block.**

- Traffic zoning for car park accessibility, both signage for parking and access routes to buildings. **(Ongoing)**

**Disabled parking bays marked out, general road signs on site are very clear and sufficient.**

- create a disabled toilet/shower room.

***CIA installed a EMS fire alarm, sufficient cover is in place.***

- Adapt main entrance door to press button opening. (Main entrance Stage 1). then identified doors on an annual roll out.

***Feasibility plan or requests for any additional works have never been asked of me.***

- Ground floor main house create a disabled toilet. (These currently exist within the classroom block, boys changing room , swimming pool and pavilion)

***Girls changing room also has a facility, as above no request have been made to me.***

- As part of fire evacuation set up, a buddy system should be structured.

### ***Boarding***

- Ensure we have an adapted mini bus with prioritised booking and training for staff to use it.

***Always looking to improve, but so far no doorways are causing issues.***



- Increase disabled access to boarding house and clear defined route within Boarding house. (**Feasibility plan to be conducted**)

***This would seem an impossibility, maybe something if additional boarding spaces are created somewhere else within the school, but this could be an area of concern.***

- Sanatorium daytime surgery location, evaluate a ground floor location, this will help with everyday mobility injuries and access.
- Improve wheel chair access to Theatre stage.
- Improve disabled access to Pre-Prep.

**Improving the delivery of information that is provided in writing, to disabled pupils.**

- Handouts should be used rather than written on the board.
- Larger print fonts.
- Pictorial cards for timetabling.
- Differentiated worksheets/simplified language.
- Wider lined exercise books and paper.

- Coloured overlays.
- LSA support in classes within the Juniors section of the school

**All of the above is in place and on-going.**

FUTURE CONSIDERATIONS DURING THE DURATION OF THIS 3-YEAR PLAN.

- Other issues that arise within the duration of this plan will be discussed and suitable arrangements put in place after consultation with the SENCO

## MAKING IT HAPPEN

### **Management, coordination and implementation**

- Full consultation with relevant staff
- Regular (at least annual) review of plan
- Timescales for implementation regarded within the three-year plan, or sooner
- Refer also to: SEND and Health and Safety Policies

### **Getting hold of the school's plan**

- The Accessibility Statement is available on the school website