

Whole School

(including EYFS)

Accessibility Plan

(This is a three year plan covering Autumn 2021 – Autumn 2024)

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Reviewed	Autumn 2021
Name of owner/author	SJE/ JMA/AC/SB/LM
Approval by	Executive Leadership Team/Governors
Target Audience	Whole School Community/Public
Where available	Website/Staffshared Drive
Review Date	Autumn 2022

1 Policy Statement

Ewell Castle School has written the following SENDA plan in accordance with the Special Educational Needs and Disability Act 2001 (SENDA) . Schools are required under the Equality Act 2010 to have a disability plan/Accessibility Plan.

Ewell Castle School recognises the responsibility to ensure that disabled pupils (current and prospective, and those temporarily disabled) are not treated less favourably; we will take all responsible and reasonable steps to avoid putting disabled pupils at disadvantage in matters of admission and education.

The SENDA 3 year Accessibility Plan at Ewell Castle School addresses:

1. Proposing improved development in physical access to education and associated services, to enable disabled pupils to take better advantage of education, benefits and services provided;
2. Reviewing and increasing the extent to which disabled pupils can participate in the whole curriculum, reducing and eliminating barriers to access and enable full participation;
3. Improving the availability of accessible information to disabled pupils.

A disabled pupil is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A pupil can also be temporarily disabled during injury and the school must make the curriculum accessible according to its resources.

Our school treats all pupils fairly and with respect. This involves providing access and opportunities for all our pupils. In fulfilling our own expectations, we:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- tackle prejudice and promote understanding between people from different groups;
- observe good equalities practice, including staff recruitment, retention and development, and procurement;
- aim to reduce and remove existing inequalities and barriers;

The aim of the plan is to improve, where practicable, the access of disabled pupils to the School curriculum, facilities and the information taught.

2 Physical Environment

The School's Layout and Facilities

1. Pre-Prep (Chessington Lodge)
 - a. The Nursery was opened in September 2014 as a single storey building fully accessible to wheelchair users. There is an accessible toilet facility for wheelchair users, and is accessible via a ramp leading into the nursery. Nursery and Reception lessons take place in this building and it is known as the EYFS.
 - b. Chessington Lodge (Year 1 – Year 2) - this is an old building with stairs without a lift

or ramp access. There is a classroom on the ground floor which can be used for when pupils are temporarily disabled and involves minimal steps.

2. Prep (Glyn House)
 - a. This is an old building - the lower ground floor is accessible to wheelchair users and contains a classroom which can be used for when pupils are temporarily disabled.

3. The Senior School (The Castle)
 - a. This is a mixture of old and new buildings. All of the older buildings (The Castle, The Millennium Suite, The Pledger Building and the Sports Hall) are all wheelchair accessible on the ground floor. There is a disabled toilet in the Sports Hall.
 - b. The Budgell Building is a new building has lift access and disabled toilets which are fully accessible to wheelchair users. The building also has an induction loop.
 - c. The Music Pavilion is a new single storey building with wheel chair access.

Access to Site and Facilities

Timescale	Action	Person Responsible	Date Completed
September 2021-September	Reviewing the effectiveness of purchasing more portable induction	Bursar	Initial implementation at the senior school

Timescale	Action	Person Responsible	Date Completed
September 2021 -September 2022	Incorporate plans for disabled access for all new builds (e.g. Sports Hall Development)	Bursar	Ongoing
September 2021 – September 2022	Ensure that conversions to existing buildings that are outside of the scope of the Act for new buildings are considered with regard to disabled access and every reasonable effort made to improve access within the scope of the works	Bursar	Ongoing
December 2021 to August 2022	Exploration of renovation of side office on basement floor, adjacent to	Bursar	Ongoing

3 Access to Curriculum

Timescale	Action	Person Responsible	Date Completed
September 2021 to September 2022	Ongoing implementation of SEND training ideas suggested by SENCO e.g. more wait time, ensure that marking is really constructive, setting improvement targets rather than pass marks, use of colour on resources and development of new Learning Support Strategy. New SEND strategy to include Watch and Monitor, Wave 1 and Wave 2. Ongoing review of Booster groups (prep school) as well	Deputy Head/ SENCOs on Senior school and Prep sites	Ongoing
September 2021 – September 2022	EHCPs written and reviewed to ensure evaluation and modification of provision for individual pupils	SENCOs on senior school and prep sites	Ongoing
September 2021- September 2022	Continued use of tablets/iPads) for running specific software for pupils with specific learning difficulties	Bursar/ICT Manager/ SENCOs	Ongoing

4 Accessibility of School Curricular and other Information for Disabled Pupils

Timescale	Action	Person Responsible	Date Completed
September 2021	Continued review of staff training for both physical and remote learning on	Deputy Head/SENCO at	Ongoing
September 2021 onwards	Continued development of ‘Show my Homework’ throughout the Senior School and upper years of the Prep School	Deputy Head/Deputy Head of Prep	Effective implementation at senior school.

December 2021 to April 2021	Review of accessibility of written information for disabled pupils and alternative provision.	Deputy Head/SENCO at both senior	Ongoing

5 Review and Development

5.1 Procedure

This plan is maintained, updated and reviewed by the Principal in consultation with the Bursar and SENCOs and Deputy Heads at both the Prep and senior school sites.

5.2 Links with other Policies

The following plan is supported and complemented by the:

- Special Educational Needs (SEND) Policy
- Admissions Policy
- Equality Act 2010
- Safeguarding policy
- Curriculum Policy
- Health and Safety Policy and Procedures