



Accessibility Plan 2022 - 2025

The Study School

May 2022

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1 Aims

- 1.1 This is the accessibility plan of The Study School (**School**).
- 1.2 The aims of this accessibility plan are to set out the School's plans for:
 - 1.2.1 increasing the extent to which disabled pupils can participate in the School's curriculum;
 - 1.2.2 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
 - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2 Scope and application

- 2.1 This accessibility plan applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This accessibility plan covers the three year period from May 2022 to May 2025.

3 Regulatory framework

- 3.1 This accessibility plan has been prepared to meet the School's responsibilities under:
 - 3.1.1 Equality Act 2010;
 - 3.1.2 Education (Independent School Standards) Regulations 2014;
 - 3.1.3 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
 - 3.1.4 Education and Skills Act 2008;
 - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 3.1.6 Childcare Act 2006.
- 3.2 This accessibility plan has regard to the following guidance and advice:
 - 3.2.1 The Equality Act 2010 and schools (DfE, May 2014);
 - 3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).
- 3.3 The following School policies, procedures and resource materials are relevant to this accessibility plan:
 - 3.3.1 equal opportunities policy;
 - 3.3.2 policy on special educational needs and learning difficulties;
 - 3.3.3 risk assessment policy for pupil welfare;
 - 3.3.4 health and safety policy;

3.3.5 admissions policy;

4 **Publication and availability**

4.1 This accessibility plan is published on the School website.

4.2 This accessibility plan is available from the School office in hard copy on request. It can also be made available in large print or other accessible format if required.

5 **Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

6 **Responsibility statement and allocation of tasks**

6.1 The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.

6.2 To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	Head	As required, and at least annually
Monitoring the implementation of this accessibility plan, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	Head	As required, and at least annually
Formal review	Proprietor	As required, and at least once every two years

7 Increasing accessibility

- 7.1 The School plans, over time, to improve and increase the accessibility of provision in the following areas:
 - 7.1.1 the extent to which disabled pupils can participate in the school curriculum;
 - 7.1.2 the physical environment of the School to increase access to education by disabled pupils; and
 - 7.1.3 the delivery of information to pupils, staff, parents and visitors with disabilities.
- 7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.
- 7.3 There will be a full review of the accessibility plan in May 2025 when a new accessibility plan will be produced to cover the next three years.

8 Welcoming and preparing for disabled pupils

- 8.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
- 8.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.
- 8.3 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, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
- 8.4 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

9 Training

- 9.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on role of the individual member of staff.
- 9.3 The School maintains written records of all staff training.

10 Record keeping

- 10.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

- 10.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

11 **Version control**

Date of adoption of this plan	May 2022
Date of last review of this plan	May 2022
Date for next review of this plan	May 2025
Plan owner (SMT)	Head
Plan owner (Proprietor)	Amit Mehta

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Audit of needs complete for Sept 2022	Success of disabled pupils in examinations.
Short term	Learning aids to be produced	Training of staff and resource purchase.	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	Audit of needs complete for Sept 2022	Pupil needs reviewed and being addressed
Short term	Intervention training for support staff	Training of staff.	support staff able to work with increased knowledge and provide appropriate resources for pupils	Audit of needs complete for Sept 2022	Pupil needs reviewed and being addressed

Short term to Medium Term	Training for teachers on differentiating the curriculum for disabled children as required	Training of staff.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Audit of needs complete for Sept 2022, inclusion/SEN policy to include teacher and parent input to ensure provision of needs on an ongoing basis as well as in advance of new joiners with specific learning needs.	Pupil needs reviewed and being addressed
Short term to Medium Term	Staff trained to meet individual medical needs of pupils where applicable	Training of staff.	Staff completed training for specific needs	Audit of needs complete for Sept 2022	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Enable disabled pupils and visitors to access the ground floor of the School building.	Build at least one ramp and handrail across Reception door and Head's office door	Minimum of one accessible entrance.	Minimal impact – to be installed as required	Improved access to ground floor.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Minimal impact – to be installed as required	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	In place in EYFS, requires handrails – summer 2022	Improved facilities for disabled students and visitors.
Medium Term	Emergency systems to have visual alarms	Research and cost and adaptation of existing system	Visual alarm system in place	Feasibility study complete by Sept 2022	Visual Alarm fitted and in use
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase.	Ability of disabled pupils to access all areas of the School.	Feasibility study complete by Sept 2022	Improved access to educational facilities.

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Understand the needs of pupils and ensure information is available in relevant formats Large print Braille Pictorial or symbolic representations	Research sources of alternative formats including costings.	The School could provide written information on alternative formats.	Initial study to be complete September 2022	Pupils have access to curriculum information and all other school information in a format that meets their needs
Short term	Ensure signage is suitable for non- readers, is clear and well situated	Research sources of alternative formats including costings.	The School could provide written information on alternative formats.	Initial study to be complete September 2022	Pupils have access to curriculum information and all other school information in a format that meets their needs
Medium term	The school makes itself aware of the services available either through the LA or alternate specialist provision for converting written information into alternative formats	Research sources of alternative formats including costings.	The School could provide written information on alternative formats.	Initial study to be complete September 2022, to develop a specific action plan for January 2023.	Pupils have access to curriculum information and all other school information in a format that meets their needs

Date of review – 17 May 2022 undertaken by A. Bond

Date of Governance Review – 24 May 2022