



Radnor House Prep School

Accessibility Plan 2023-26

Reviewed July 2024

Aim:

At Radnor House Twickenham it is our aim to remove, as far as we can, those barriers that make it hard for children and adults with a disability to take part in the day-to-day life of the school and benefit from the educational experiences and services provided. The school aims to ensure that it is a welcoming place that understands and responds effectively to children and adults with disabilities, and recognises the importance of a review and planning procedure associated with continuous development and improvement.

Context:

Radnor House Twickenham occupies a long thin building with one main corridor and a second floor addition at each end. There are two main staircases with lift access at each end. Reasonable adjustments have been made to the school to accommodate pupils' needs. On the ground floor there are disabled toilet facilities. Dining facilities are located at the far end of the ground floor. Wheelchair access is available throughout. There is no parking on the main school site, with a small car park located a short distance away.

In preparing this plan the responsible body has regard to the need to allocate adequate resources for implementing the plan and the plan has been drawn up after the school has taken into account any pupils disabilities and preferences expressed by them and their parents. This plan aims to cover all pupils with every known type of disability.

Strategy:

The Radnor House Twickenham strategy is to address and comply with the requirements of:

- the Disability Discrimination Act 1995,
- the Special Educational Needs and Disability Act (SENDA) 2001,
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015),
- the Equality Act (2010) and the Public Sector Equality Duty (2011), and
- the Children and Families Act 2014.
- The school's Equality and Diversity Policy

SENDA 2001 refers to disabled pupils in a wide sense, including those with special educational needs and those with learning difficulties and physical disabilities. Disabled pupils must not be treated less favourably than others, and reasonable steps must be made to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. The three-year plan is in three sections, covering the following areas:

- (a) The extent to which disabled pupils (including those with learning difficulties) can participate in the curriculum;
- (b) Improving the delivery of information (in a range of different ways) to disabled pupils, which is provided in writing for pupils who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

Availability:

This plan is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area, and on request from the school office.

Monitoring and Review:

- This plan is subject to continuous monitoring, refinement and audit by the Head. As a new school a full review will be scheduled within the first academic year to ensure that all staff and parents are engaged in and help develop the provision.
- The Head and Governance undertake a formal annual review of this plan.



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Radnor House Twickenham is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school, the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of pupils on placement, contractors, agency staff, volunteers and the proprietor.

1 Increasing Access of Disabled Pupils to the School Curriculum

It is a core value of the school that all pupils are enabled to participate fully in the school curriculum, and in the broader life of the school. Where reasonable, accommodations are made to ensure pupils with disabilities are able to access the school curriculum. Consequently, all pupils are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would be if a pupil had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| Issue | Action | Timescale | Responsibility |
|--|---|--|----------------------------|
| Develop assessment materials to monitor pupils with difficulties writing at speed. | This is overseen by the SENDCo | Nov 2023 Use of recording facility for pupils | SENDCo Complete |
| Review methods of assessment and learning support provision. | Departmental methods of assessment and learning support provision are routinely reviewed by the SENDCo to ensure consistency where practical. | IPADS provide broader access | SENDCo/Heads of Department |
| Review project work in practical subjects (e.g. digital literacy and art) to ensure pupils with difficulties are properly catered for. | Use of Ipads and a variety of media should offer broader access in these areas. | Oct 2023 Key boards allocated Ongoing | All staff |
| SENDCo ensures pupils with learning difficulties (e.g. dyspraxics and dyslexics) receive extra time (e.g. through Art Club) to complete longer projects where appropriate. | SENDCo routinely reviews procedures and ensures appropriate action is implemented. | Annually | SENDCo |

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| Provide and monitor a staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties. | SENDCo oversees a programme which can be delivered to all | Autumn term twilight sessions | SLT/ SENDCo |
| External Visits and Off-site Activities – Monitor provision for pupils with disabilities on all residential visits including day, residential or overseas trips. EVC to keep up to date with current regulations and information on specific pupils, to be disseminated by the senior first aider to trip organisers and leaders. | Deputy Head is up to date with all regulations, especially those concerning SEND, and checks the website http://oeapng.info/ regularly for up to-date guidelines regarding learning outside the classroom. EVC ensures that all relevant information on pupils with any special needs, including nut allergy sufferers, asthmatics and diabetes, is effectively communicated to trip organisers and leaders. | Ongoing | Deputy Head |

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| Ensure all teaching staff are fully informed of the SEND and EAL requirements of all the pupils they teach. | A SEND Look list is available to all staff at the beginning of each academic year, containing lists of all pupils and their specific SEND & EAL requirements. This is updated as needs change or new pupils join the school or change classes. | Updated Jan 2024 and April 2024 | SENDCo |
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2 Improving Access to the Physical Environment of the School

As outlined in the school context above, much thought has been put into ensuring the access arrangements in the buildings and most areas can be accessed. This needs to be subject to a full review as we take over the premises to ensure that all efforts have been made. Planned actions are detailed below.

| Issue | Action | Timescale | Responsibility |
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| Lighting | Rolling upgrade of all classroom and corridor halogen/fluorescent lighting to LED to improve ambient light levels. Target minimum 300 LUX in classrooms, 500 LUX in the theatre and 100 LUX elsewhere. | ongoing | Director of Operations |



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| Acoustics | Acoustic dampening solutions to reduce noise have been fitted in some areas and this can be reviewed for future rolling out | Ongoing | Director of Operations |
| Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (DDA compliant) to benefit pupils with visual impairments. Contrast of skirting, door architraves, handrails, etc. Select furniture and equipment that is suitable and accessible for those with disabilities. | School development plan re: continuing refurbishment and upgrading of existing facilities where appropriate. Advice to be taken from architect and research | Ongoing. | Director of Operations/ |
| Consider the accessibility of all fire exit routes for persons with restricted mobility. | All persons of restricted mobility are given a personal evacuation plan as they enter the building. A member of staff is designated to assist in their evacuation by the most appropriate route. Usually this will be via the main reception exit. Individual Risk Assessments carried out for any staff or pupils with restricted mobility and refuge points might be indicated | Ongoing | Fire Officer |

3 Improving the Delivery of Written Information to Disabled Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

| Issue | Action | Timescale | Responsibility |
|---|---|-----------|-----------------|
| Enable improved access to written information for pupils, parents and visitors. | Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing. | Ongoing | SLT with Sendco |



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| Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education. | Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible. Blinds have been installed to prevent glare for those with sight issues and there are lifts at each end of the building | Ongoing | Whole school team |
| Ensure all staff are aware of guidance on accessible formats. | Provide guidance to staff on dyslexia and accessible information. | Ongoing | SENDCo |