



# **Keble Prep Accessibility Plan** **(March 2019 to March 2022)**

## **1) Starting Points**

### **a) Purpose and Aims**

Keble Prep has a stated aim of maximizing the potential of each individual. In doing so we should aim to overcome or minimize the adverse effects of any disability the individual may have with regard to their academic progress. As the school also has a commitment to a broad and balanced education, we should also endeavor for those with disabilities to take advantage of all the opportunities on offer. We also aim to help those adults in our community who have disabilities; teachers, support staff and parents to take a full and active part in the life of the school. In terms of the school's caring environment it is beneficial for all to have the experience of living with those who have disabilities

### **b) Information**

- We will collect information on disability at the entrance stage. This information should also be with regard to the immediate family and not just the boy himself. We will also update this data as changes in circumstances dictate. When employing new staff to the school we will also take note of and disabilities.
- The bulk of those pupils regarded as disabled have their needs met by the Learning Support department. The feedback from parents and our own observations lead us to believe that we make good progress with these pupils.
- Those boys with sensory or physical impairments are made known to the staff teaching those boys and particular actions take place, where necessary, e.g. placing a boy in the classroom to better hear the teacher.
- Most of the school's current classrooms are accessed by stairways inside the buildings, apart from inside the Harper Building, which contains a lift. In addition the subject specialism we adopt from an early age and use exclusively in the senior school means that boys have to move around the site, including going up and down stairs.
- Those pupils currently regarded as disabled make progress and achieve well. In many ways the focus on a broad curriculum plus the wide extra-curricular programme allows boys with disabilities to achieve in certain areas when they may be encountering difficulties elsewhere.

### **c) Views of those consulted**

In drawing up the plan we will consult with teaching staff, disabled pupils and their parents plus the governing body.

## **2) Main Priorities**

The areas into which we must make plans are listed below. The Disability Action Plan will identify those specific actions that will take place to increase accessibility

- a) Increasing the extent to which disabled pupils can participate in the curriculum.
- b) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education, facilities and services provided or offered by the school.
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

## **3) Making it Happen**

### **a) Management Coordination and Implementation**

- i) The evaluation, reporting and review of this plan falls to the Disability Equality Duty working group (as outlined in the Disability Policy). The actions mentioned above will be included in the school's Disability Action Plan for the year and will therefore come under the scrutiny of the SLT. The Governing Board will also receive an annual report in light of the Equality Act.
- ii) The Head will ensure that there is coordination with other policies and will also keep up to date with legislation regarding the disability duty and the links to other agencies.
- iii) The DED working group will outline the expected outcomes and then to assign the respective responsibilities, timescales and resource requests.
- iv) With regard to the delivery of information to disabled pupils, the Headmaster will ensure that this is timely and takes account of the individual's disabilities and any preferences expressed by him or his family

### **b) Getting Hold of the Plan**

- i) An outline of the Disability Action Plan (which contains accessibility details) will be published on the school's internal network. A paper copy of the plan will be available on request from the School Office. A section on disability is included in the staff and parent handbooks with information on how to access the plan and other documentation.