



**IPSWICH SCHOOL
PREPARATORY SCHOOL DISABILITY AND EQUALITY ACCESS PLAN
(Including The Lodge Day Nursery)**

3-year period covered by the plan: 1 May 2017 – 30 April 2020

Plan agreed: 2 May 2017

Plan first review: 3 May 2018

Plan second review: 1 May 2019

Lead member of staff: Amanda Childs (Prep Head)

Under the Equality Act 2010, the School has a responsibility:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Plan sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- 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.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the School will address the priorities identified in the Plan.

The School's Context

Ipswich Preparatory School is an independent school for boys and girls age range 2+-11. The Prep School comprises two buildings built in the last 20 years. The Lodge Day Nursery caters for children aged 3 months to 3 years and is housed in a Victorian building with one room being upstairs with no lift. The Senior School, in which we have several lessons, comprises several buildings of differing ages, covering a large site.

The School's Aims

- To provide an environment where pupils feel safe and brave in all that they do.
- To present pupils with a wealth of opportunities, both inside and outside the classroom, and to help them to find their own passions.
- To monitor our provision: pastoral, curricular and co-curricular, learning from the best that we do, to ensure that the only limit on pupils' development is their own potential.
- To look for new ways to achieve the high standards that the School aspires to, working in a smarter way, by using a "less is more" approach, and managing the demands on our pupils and staff.
- To strengthen the links in the 'triangle' joining parents, pupils and school, to ensure that we communicate well and are all working together with a common purpose.
- To encourage our pupils to consider moral and spiritual values, to understand their place in the world and to develop a spirit of service within the community.
- To equip our pupils with the skills to be happy in their success at Ipswich School and beyond.

The School's Core Values

Care. For each individual. For the community. For each other. For others.

Potential. Within each individual, our pupils and our staff, to grow and excel in all that they do.

Passion. For our subjects and activities. For the transforming power of education to realise potential.

Communication. Clear, comprehensive and timely.

The priorities for the Accessibility Plan for our School were identified by a planning group consisting of:

- Head of Prep
- Manager of The Lodge Day Nursery
- Learning Enhancement Coordinator (Prep)
- Health and Safety Committee (Notes from Committee Meetings)
- Other stakeholders, some with known disabilities.

I. PLANNING

The purpose and direction of the School's plan: vision and values

Continuing to improve our systems and environment to accommodate the needs of disabled stakeholders (pupils, parents, staff and visitors)

Pupil data and School audit conducted by pupils, parent with legal expertise in Discrimination Law and other 'users' of the School

Action points are listed in the next section. Comments are recorded on the School's Information Management System (iSAMS)

Views of those consulted during the development of the plan

Also recorded on iSAMS and in Minutes of relevant meetings.

Details of special arrangements and reasonable adjustments made for current pupils are kept up-to-date on iSAMS and in pupil records.

2. MAIN PRIORITIES

Systems/information

Improving the initial information gathered at point of entry to the School, with regard to information on disabilities of not just the pupils but also their relatives. This information needs to be communicated and if necessary provision made/systems adapted accordingly. (By Summer Term 2014).

Environment

- General signage needs to be considered (size, format, location) (medium term) on an ongoing basis
- Displays around the School should continue to have larger type as a standard requirement (rolling programme)
- Swimming Pool accessibility (Longer term)
- Transport (Consideration to be given during rolling programme of replacement and accessibility in new vehicles)
- Continue to ensure that risk assessments and provision for children with temporary disability are well catered for.
- Build a permanent ramp for the back door of Lower Prep if we had a ‘user’ who needed this on a regular basis.
- (NEW) To ensure all parts of the new Anglesea Heights Classroom and facilities are accessible to all.
- Look for ways to ensure we can accommodate the accessibility needs of our youngest children in The Lodge, especially for parents with accessibility needs whose children are in the upstairs room.

Learning Enhancement Resources and Considerations

- Continue to raise teachers’ awareness of pupil difficulties via training and ensure they are utilising the correct resources for individual impairments and disabilities (to be coordinated by Learning Support Coordinator and Matron)
- Sports for those with disabilities – is there a good range of accessible activities/facilities?
- Continue to ensure that pupils for whom special consideration for assessments is appropriate are treated fairly and appropriately.

3. MAKING IT HAPPEN

Management, coordination and implementation

- Full consultation with relevant staff and stakeholders
- Audit of current provision
- Regular review of plan at Health and Safety Meetings
- Timescales for implementation of recommendations identified - see Health and Safety Minutes.

Getting hold of the School's Accessibility Plan

- The School will ensure that all staff are given access to the Accessibility Plan (Staff Handbook and Policies *Google* Team Drive)
- The Plan will be made available to stakeholders in different formats on request.