

# **STROUD SCHOOL: ACCESSIBILITY PLAN**

**April 2018 – March 2021**

**This plan is applicable to all pupils including those in the EYFS**

## **OVERALL AIMS OF THE SCHOOL**

The school motto is 'in aeternum intrepidus' which translated to 'Forever Undaunted'

Our Pupils:

Have a strong sense of the Stroud Core Values – Honesty, Respect, Happiness

Have a love of learning and high levels of intrinsic motivation

Are confident and self-assured with a strong sense of social responsibility

Strive for success in all areas of the curriculum

Are valued as individuals and provided with a stimulating, caring and disciplined environment.

## **VISION STATEMENT**

To create a culture in which everyone feels secure in their environment and have a desire to achieve success.

To achieve this we want to work towards:

- All people feeling valued and respected
- Achievement being celebrated in all aspects of school life
- A proactive management team
- Monitoring and evaluation being an integral part of the school's development
- Children achieving the desirable qualities in our 'aims of the school'

## **AIMS OF THE ACCESSIBILITY PLAN**

Stroud School acknowledges its duty towards both pupils, staff, parents, Governors and members of the wider community who have a disability. Refer to the Schools Inclusion Policy (accessible on the School website) for more details. Stroud School acknowledges its non-discrimination and planning duty under the Equality Act 2010, part 3 of the Children and Families Act 2014 (and associated regulations) and SEND Code of Practice 2014.

1. Stroud School is not a selective school, however admission to the school depends upon the prospective pupil meeting the pre-admissions criteria set out in the Admissions Policy (accessible on the School website).

2. Co-curricular activities are a central part of the Stroud School philosophy.

3. The School asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents are asked to provide further detailed information about their child and any medical, Educational Psychologist or other reports as necessary.

4. In assessing any pupil or prospective pupil the School may take such advice and require such assessments, as it deems appropriate.

5. The School will advise parents of the reasonable adjustments the School can make based upon the information given and advice received, to enable a prospective pupil to take up a place at Stroud School. The School is committed to providing those reasonable adjustments agreed in consultation with parents.

6. Where the School agrees to provide additional 1:1 support (outside of the classroom), parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing.

## **BACKGROUND TO THE ACCESSIBILITY PLAN**

### The School's layout and facilities

1. The School transferred to its present site in 1953, following two former sites originally formed in Surrey in 1926. Highwood House is a red brick building constructed in 1850. The house stands in 22 acres of grounds which include playing fields, a multi-purpose sports hall, heated outdoor swimming pool, tennis courts, an all-weather riding arena, stables, woodland, a narrow river, a natural pond and gardens. The Early Years building is purpose built and specifically designed for 3, 4 and 5 year old pupils. In recent years developments have included a three classroom 'pod' housing Art, Design Technology and Modern Foreign language, and a new dining hall.

2. In May 2012 Stroud was acquired by King Edward VI and became Stroud School – King Edward VI Preparatory School. The School is expanding and there is a continuous modernisation and building programme. The school comprises (number of) main areas:

**The Main Building** (Highwood House) is set on 3 floors, and comprises of admin offices, classrooms and music practice rooms. Linked to the house on the ground floor is the boys changing rooms and on the first floor the IT suite and Science Laboratory.

**The ASD Hall** was built in 2004 and is a multi-purpose space used for sports, drama, dance and assemblies. This hall has been linked to the school biomass heating system.

**The Early Years Building** was built in 2006 and is of brick construction and is set on the ground floor, with an extended play area contained within the curtilage of the building. This hall has been linked to the school biomass heating system.

**The Music room** is a partially brick built building and has recently been fitted with new double glazed windows and doors and a fully insulated Kingspan roof was fitted in 2015.

**The KS1 Building** was built in 2018 to replace the previous provision, which was linked modular buildings on multiple levels. The new building is a single level, fully accessible, modular build. It is linked to the school biomass heating system and includes provision for flexible indoor and outdoor learning spaces.

The building formerly used by KS1 was refurbished in 2018 to create a Year 8 common room, a dance studio, music tuition space. The common room has recently been refurbished again in 2020 and acts as a Wellbeing Centre for children with a range of needs. A permanent ramp has been installed to the entrance of this building to enable reduced mobility and wheelchair access to the rooms.

(a) **The Swimming Pool** is a heated outdoor pool accessed via a ramp for spectators. It is heated using a fitted biomass system and is used between the months of April to October. There is no fixed disabled access into the water.

(b) **The Riding Arena** provides children with the opportunity to learn to ride using 3 ponies, two of which belong to the school.

(c) **The Dining Room and Kitchen** was built in 2014 comprising of a steel and timber framed building clad in cedar with a partial green roof and insulated Kingspan roof. It has controlled ventilation, WC's including disabled facilities and is heated by the recently installed biomass boilers.

(d) The Old Dining room in Highwood House is now a classroom.

(e) The Old Kitchen has been divided into office space for the PE department releasing a classroom currently used as an office for teaching in 2015/16. An additional small office and purpose built Medical Centre are also being created in the space making the facility more easily accessible for pupils, staff and parents.

(f) **The 3 classroom POD** is a timber framed construction also clad in cedar with the same heating facilities as the dining room, it replaces the old art and DT building and also provides a Classroom facility with WC's.

(g) The Original Art and Design Building was demolished in 2014 and the concrete base retained, this is now being used as a recreational space with table tennis tables, picnic tables and raised planting beds.

(h) **The Bio-Mass Centre** was constructed in the old stable block and provides via 2 biomass boilers heating and HW to the recently constructed Dining Room, Classroom POD and to Highwood House. Provision has been made in the design to extend this to the whole site both new construction and existing. The heating network has been extended to include the ASD hall, Dining Hall, Swimming Pool, the new KS1 building and the Early Years building

(i) **Wellington Sports Ground** provides an additional 34 acres of sports facilities, which is reached by vehicle at the Wellington Sports Ground, Stoneham Lane. A Hospitality space is available on the first floor but this has no wheelchair access. There is wheelchair access everywhere else and a disabled toilet on the ground floor.

(j) **Lovaton** is the School's rural study centre on Dartmoor which is reached by vehicular transport. There is wheelchair access to the cottage and refectory

(k) **The KS2 Building** was built in 2020 to replace the previous provision, which was not wheelchair accessible. The new building is a single level, fully accessible, modular build. This building includes a disabled WC and ramp access to classrooms. The main corridors are wide to improve access. The building is heated by air source heat pumps which is classed as renewable energy.

(l) The **poolside area** around the swimming pool was widened in 2020 to improve access and space particularly for events.

3. The games fields consist of a large grassed area accessed by a level area from the main car park facing Highwood House.

4. The management of Disabled WC facilities at Stroud School is achieved by the provision of WC facilities in the Early Years Centre at the east of the school, with similar facilities in the Sports Hall Building, new Key Stage One building and a centrally located provision in the new Dining Room. Accessible WC facilities can also be found on the ground floor of the main building and the KS2 Building has a disabled WC near the main entrance.

In 2018, the new KS1 building was created incorporating five classrooms, two WC's, an office and a resource room. Each classroom has an exit door to outside and its own sink. The facilities are compliant with Part M of the building regulations. Located immediately adjacent to the recently constructed Art and DT Classroom pod, the new building incorporates a disabled WC facility. The new building has been designed on a single level which maximises accessibility.

## **Projected Improvements 2018 - 2021**

- 2018-19: The School is reviewing and updating playground equipment as required.
- 2018-19: The School will continue to upgrade walkway and path networks around the site.
- 2020 onwards: New Middle School Buildings to meet Part M of the Building Regulations
- All subsequent building works on the School site will automatically take into account the provisions of Part M of the Buildings Regulations.

Stroud School is not required to provide auxiliary aids and services or to make physical alterations to their existing buildings. While acknowledging the School's duty to its disabled pupils, prospective pupils, staff, parents, Governors and members of the wider community; any person with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the School offers.

Wherever practicable, in line with the Accessibility Act the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the School.

### **Related policies:**

School Development Plan  
Curriculum, Teaching and Learning Policy  
Inclusion Policy  
SEN Policy  
Admissions Policy  
Recruitment and Selection Policy

**ACCESSIBILITY PLAN**

**1. The Stroud School Accessibility Plan covers the period March 2018 to April 2021**

General	Timescale	Evaluation 2018/19	Evaluation 2019/20	Evaluation 2020/21
<p>2. The school will review this plan on an <b>annual basis</b> to monitor and evaluate:</p> <p>(a) The effectiveness of action taken in the previous school year</p> <p>(b) Relevant targets for the next year</p> <p>(c) Responses to any further legislative changes</p> <p>(d) The maintenance of a log of all reasonable adjustments by the school, and that it is available to all interested parties</p>	<p>April 2019/2020/2021</p>	<p>a) Improvements to paths and exterior lighting</p> <p>b) New KS1 provision, PART 1 compliant</p> <p>c) Reasonable improvements made for new child admission: Painted high visibility markings on fire escape and steps, installed a ramp into the building of H7 and H8, installed handrails into the toilets of H7/H8.</p> <p>d) Increased parking provision and changing to the roadway markings on the site to improve access.</p> <p>e) Planned improvement to pond area, improving access</p>	<p>a) Improvements to paths and exterior lighting</p> <p>b) New Middle School Building, Part 1 compliant –</p> <p>c) New ramp access to Music and Middle School classrooms</p>	

Increasing the Extent to which Disabled Pupils can Participate in the School Curriculum	Timescale	Evaluation 2018/19	Evaluation 2019/2020	Evaluation 2020/21
<p>1. The School will support a unified SEND Policy throughout all its sections, to include:</p> <ul style="list-style-type: none"> <li>(a) New editions of the School Diary and Calendar (incl web/app based content)</li> <li>(b) Full disclosure of relevant information between all schools at pupil transfer</li> </ul>	<p>June (for Sept) 2015, 2016, 2017 July 2015, 2016, 2017, 2018 (and as necessary)</p>	<p>No amendments or changes needed. All records passed on.</p>	<p>No amendments or changes needed. All records passed on.</p>	
<p>2. Training will be provided, when appropriate, for staff to support any pupil with a disability or SEN and access to specialist help from health professionals and other outside agencies will be made available where reasonable and practicable.</p>	<p>Sept 2015, 2016, 2017, 2018 (and as necessary)</p>	<p>Training included in 2018-19 budget.</p> <ul style="list-style-type: none"> <li>a) SEN training provided for specific LSA staff – autism specific</li> <li>b) Continued focus on training staff in Mental Health first aid.</li> <li>c) September INSET SEN training for teaching staff</li> </ul>	<p>Children with accessibility needs are able to fully integrate with the curriculum on offer.</p> <ul style="list-style-type: none"> <li>a) SEN training took place provided for specific LSA staff – autism specific</li> <li>b) Continued focus on training staff in Mental Health first aid including the Mental Health Awareness day in Autumn 2019</li> <li>c) INSET SEN training for staff</li> <li>d) Talk organised from Mental health professional to staff, pupils and parents</li> </ul>	

<p>3. Where physical access to the site is difficult for a prospective pupil, the School recognises the need to be proactive in enabling such access. Accordingly pupils with relevant disabilities will, where practicable, be:</p> <p>(a) Placed in a tutor group that is most convenient for physical access</p> <p>(b) Prioritised in the writing of the timetable with regard to accessible rooms and set allocations</p>	<p>July for Sept 2015, 2016, 2017</p> <p>July for Sept 2015, 2016, 2017, 2018</p>	<p>No such need presented in 2018-19.</p> <p>a) Grounds floor tutor rooms available for all pupils from 3-12 years old. Senior School pupils currently the only form exclusively on the first floor.</p>	<p>The school has added handrails in toilet facilities for a child with disabilities and painted high visibility lines on steps</p>	
<b>Improving the Physical Environment of the School</b>	<b>Timescale</b>	<b>Evaluation 2018/19</b>	<b>Evaluation 2019/20</b>	<b>Evaluation 2020/21</b>
<p>1. The due diligence report (2012) recommended an Accessibility Audit – following an audit the School would continue to provide expenditure for the provision of disabled access as considered appropriate. It is proposed to complete this review once the re-development of the school has been completed.</p>	<p>Academic year 2018/19</p>			
<p>2. The School will annually undertake a fire safety risk assessment</p>	<p>Sept 2015, 2016, 2017, Oct 2018</p>	<p>Oct 2019</p>	<p>Reviewed September 19 – next Review September 20</p>	
<p>3. The School will review its fire evacuation plan annually</p>	<p>Sept 2015, 2016, 2017, 2018</p>	<p>Reviewed at H&amp;S committee May 19. Injuries and disabilities will be looked at on a case by case basis and individually risk assessed.</p>	<p>Reviewed at H&amp;S committee May 20.</p>	

4. The School will aim to make newly constructed buildings fully accessible to disabled pupils and visitors in accordance with part m of the building Regulations and as per Ten Year Master Plan.	To be reviewed. Intention to build new building in 2020.	No new buildings 2018/19. For future planning – access to these buildings to be carefully considered with regards to disabled (i.e. wheelchair) access.	Access to the new Middle School building is fully compliant with part m of the building regulations	
5. All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.	2018-2021	Continuous evaluation of resources for pupils with SEN and physical disability 2018-19. Will continue to monitor.	We continue to evaluate resources for pupils with SEN and physical needs	
6. Improve exterior lighting in areas of the school	2020-21			
<b>Improving the Delivery of Information to Disabled Prospective and Current Pupils and Parents</b>	<b>Timescale</b>	<b>Evaluation 2018/19</b>	<b>Evaluation 2019/20</b>	<b>Evaluation 2020/21</b>
1. The School shall arrange for all relevant documents to be provided to parents who have a disability, in forms that meet their need, if so requested and it is reasonable to do so.	On-going April 2018 to March 2021	None requested	None requested	
2. The School shall continue to provide INSET for all teachers in order to support them in better communication with pupils with SEND.	2018-2021	Regular SEND updates from SENCo 2018-19 Training included in 2018-19 budget. a) SEN training provided for specific LSA staff – autism specific (Jan 19) b) Continued focus on training staff in	Regular SEND updates from SENCo 2019-20	



		Mental Health first aid. c) September INSET SEN training for teaching staff		
3. The School will plan to invest in classroom technology, and annually review the efficacy of its use, to better facilitate communication to pupils with SEN and disabilities over the next three years, specifically to enable: (a) Clear provision of images and text in a large printed Format (iPads and school VLE) (b) The use of high quality audio/visual material (IWB and iPads) (c) The easy dissemination of printed handouts of appropriate clarity (iPads and VLE)	July 2018, July 2018, June 2020	All staff aware and advised by SEND department if more effective resources are needed. a) Installation of new interactive classroom monitors	Middle School Classrooms with new up to date and fully interactive boards fitted	
4. Parents who have a disability and who are attending parents' evenings will be asked by the Head to advise the Head's Secretary if they have any specific needs regarding their disability.	On-going April 2018 to March 2021	Amended parking arrangements to improve disabled parking for parents and visitors.	Amended parking arrangements to improve disabled parking for parents and visitors.	



