



1.17 Policy for School Accessibility Plan (EYFS & KS1-3)

Reviewer responsible:	Head of Finance	Date of last review:	01/25
Reviewed by:	AB	Date of next review:	01/26
Authorised by Chair:	AH		

Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the Senior Management Team, the SENCOs, the Head and covers the period from January 2025 – December 2028.

This policy applies to the whole school and includes the Early Years Foundation Stage.

For the purpose of this plan disability is defined as any circumstance which means that a pupil is unable to access the full curriculum and/or restricts a pupil's ability to take part in normal day to day school activities. A full definition is detailed below.

This policy should be read in conjunction with our **Equal Opportunities, Learning Support** and the **Early Years Policies**.

This plan is written with due regard to the guidance of Schedule 10 of the Equality Act 2010 and also the SEND code 2014.

- 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 improve access to education for disabled pupils.
- This plan sets out the proposals of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act including those with Special Education Needs.
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school where possible to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Action plans showing how we will address the priorities identified in the plan follow.

Vision and Values

Notting Hill Preparatory School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

We are committed to equal opportunities and inclusion for all members of the school community. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, and are committed to ensure that no pupil or member of staff experiences inappropriate discrimination because of difficulties arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

Definition of Disability

All pupils who are defined by the EQUALITY ACT as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils.

The EQUALITY ACT defines a disabled person as someone who has **‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’** (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the EQUALITY ACT **‘substantial’** means **‘more than minor or trivial’**. **‘Long-term’** means **has lasted or is likely to last more than 12 months**. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and Special Educational Needs

The Children and Families act 2014 defines children with Special Educational Needs to include pupils with significantly greater difficulty in learning than the majority of children of his or her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age. Many children who have SEN may also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and an EHCP Plan or who are on the Learning Support Register may count as disabled. However, not all children who are defined as disabled will have SEN.

For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and EQUALITY ACT disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non-verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature

Information about the School

Notting Hill Preparatory School is a co-educational Independent Prep School. The school is housed in three buildings on three sites, catering for boys and girls from 4-13. The School is non-selective at Reception and most of the pupils are of above average ability but some have Special Educational Needs.

Pupils currently in school have the following needs:

- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia)
- Speech Language and Communication Needs (SLCN)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Hearing impaired

- Laptop users after recommendation by Educational Psychologist
- Occupational Therapy needs
- EBD
- Diabetes
- Visual Impairment
- Cerebral Palsy

Currently all pupils in school are mobile.

The school's strengths and weaknesses in working with disabled pupils

Most staff have experience of working with a wide range of disabled pupils. Training is provided for all staff through a cycle of staff INSET days to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher contributes to the development of Pupil Profiles. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom. Advice from SENCo on strategies for dealing with children with Pupil Profiles is given to all staff. It also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how best to support pupils with these needs. This information is updated annually and issued to staff at the beginning of the school year. In addition, updated information is issued to staff as appropriate, following Annual Reviews.

The Deputy Head Academic is responsible for the access arrangements and in co-ordination with the SENCO liaises with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Learning Support;
- Speech and Language Therapy Service;
- Occupational Therapy / Physiotherapy Service;
- Visual Perception Therapist
- CBT Specialist/ADHD Coach

For Early Years and Lower School pupils, the Head of Lower School and the SENCO organise the day to day contact with the agencies. The Head of Section and/or Senco will liaise with staff from other schools where children with additional needs transfer to us and ensure close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHE and Assemblies.

Subject Coordinators have an effective bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils. However, further work is regularly planned in this area

through ongoing training and INSET.

The physical layout of the school presents some difficulties for non-mobile pupils. In particular it may not be possible for them to access the first or second floors in OB, but where necessary, the timetable can be adjusted to provide a ground floor room. PGB and JCB both have lifts and so are fully accessible.

Aims

We are committed to providing as fully accessible an environment as is reasonably possible which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Over time it is our aim to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan addresses:

- The physical environment of the school
- Access to the curriculum for pupils with a disability
- Delivery of written information to pupils, staff, parents and visitors with disability

Attached are the Action Plans relating to these key aspects of accessibility. It is recognised that the Old Building is Grade II listed which imposes its own limitations to the adjustments that may be made to the school building. The plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

Fulfilling the Aims of the policy

The objectives of the Accessibility Plan will be met by the school by:

- Having high expectations for all pupils
- Responding to pupil diversity
- Expecting staff to seek to remove all barriers to learning and participation
- Encouraging all pupils to take part in music, drama and physical activities
- Ensuring that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- Structuring lessons to involve children working as individuals, in pairs, in groups, as a whole class
- Making staff aware of the mental effort expended by some disabled pupils, for example using lip reading
- Allowing for additional time required by some disabled pupils to use equipment in practical work
- Ensuring staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- Ensuring classrooms are optimally organised for disabled pupils, making reasonable adjustments

- Providing access to computer technology appropriate for pupils with disabilities
- Making school visits - including overseas visits, if applicable - accessible to all pupils, irrespective of attainment or impairment
- Reviewing access around the school and to particular recreational sites for specific types of disabilities to ensure all practical adjustments possible are made
- Ensuring signage around the school is clear.

Appendix 1 sets out previous adaptations the school has made to fulfil the above aims.

Linked Policies

The School's 3-Year Accessibility Plan is set out in Policy 1.16.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Curriculum
- Inclusion and equal opportunities
- Education for ethnic diversity
- Staff development
- Health and safety
- Special educational needs and Learning Difficulties
- Able Children
- Pastoral care
- Managing behaviour
- School development plan
- Teaching and Learning
- Dealing with bullying
- Safeguarding and pupil protection

The Plan will be monitored by the Board of Governors.

Previous adaptations made to the School:

- Painting yellow strip on stairs in Lower School, for a pupil who was seriously visually impaired
- Colour coded handrail on stairs in Lower School, for a pupil who was seriously visually
- Covered Reception tables with sound absorbing covers, for pupil with partial hearing
- Provided lunch table in annex room for pupil who was hard of hearing and her friends
- Staff trained to give insulin injections for pupil who had Type 1 diabetes
- Provided ramp for INC playground (kept by Youth Centre) for their disabled members
- Staff trained in awareness of teaching the deaf (RBKC)
- Staff trained in awareness of teaching sight impaired (Wandsworth Visual Impairment Unit).
- Staff received comprehensive training on COVID-19 premises adjustments and health and safety measures implemented
- Evac Chair training annually