



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

Reviewer responsible:	Head of Finance	Date of last review:	01/26
Reviewed by:	AB	Date of next review:	01/27
Authorised by:	Exec		

1. Purpose

This policy sets out how Notting Hill Preparatory School (the School) plans for, provides and reviews accessibility for disabled pupils and prospective pupils, and for disabled staff, parents and visitors, across all sites and all age ranges including the Early Years Foundation Stage (EYFS).

It is designed to ensure that disabled pupils are not treated less favourably because of disability, that reasonable adjustments are made, and that the School plans proactively to improve access to education, the physical environment and information.

2. Regulatory and inspection context

This policy and the accompanying School Accessibility Plan (Policy 1.16) are prepared with due regard to:

- Equality Act 2010, including Schedule 10 (Accessibility Plans) and the duty to make reasonable adjustments.
- Children and Families Act 2014 and the SEND Code of Practice (0–25 years).
- Independent School Standards Regulations (as applicable) and the ISI inspection framework, including expectations that leaders ensure compliance and promote equality of opportunity and inclusion.
- Relevant health and safety, fire safety and safeguarding duties (including individual risk assessments and PEEPs where required).
- Data Protection Act 2018 / UK GDPR when collecting, sharing and storing information about disability and medical needs.

3. Scope

- Applies to the whole School community: pupils, staff, parents and visitors.
- Applies to all School activities, including the curriculum, trips and visits, clubs and extra-curricular activities, wraparound care and events.
- Covers all School sites/buildings (including listed building constraints where relevant).

4. Definitions

4.1 Disability

Under the Equality Act 2010 a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory and hidden impairments.

4.2 SEND and disability

Some pupils with special educational needs (SEN) may also be disabled under the Equality Act and therefore have rights under both frameworks. Not all pupils with SEN are disabled, and not

all disabled pupils have SEN. The School takes a joined-up approach so that support is coordinated and proportionate.

5. Vision and values

The School has high ambitions for all pupils. We aim to provide an inclusive environment in which all pupils can participate and achieve in every aspect of School life.

We are committed to equal opportunities and will challenge discrimination. We aim to:

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

6. Roles and responsibilities

Accessibility is a whole-school responsibility. Key roles include:

- Proprietor / Governing Body: approves the policy and plan; monitors implementation and resourcing; receives an annual accessibility report.
- Head: overall responsibility for compliance and effective implementation of this policy; the HFO and SENCo ensure accessibility is embedded in school improvement and risk management.
- School Leadership Team (SLT): coordinates delivery across curriculum, pastoral, premises and operations.
- SENCO(s) and Deputy Head (Academic): identify needs; advise staff; coordinate support plans, access arrangements and training; liaise with external agencies.
- Head of Finance & Operations / Premises Manager: leads premises accessibility audits, maintenance, adaptations and procurement; coordinates contractors.
- Admissions: gathers relevant information early; ensures appropriate communication and transition planning.
- Trips/Visits and Clubs Coordinators: ensure inclusion through pre-visit checks and reasonable adjustments; complete and retain risk assessments.
- All staff: implement reasonable adjustments, follow support plans and PEEPs, and contribute to an inclusive culture.

7. Identifying needs and planning adjustments

- The School will gather relevant information at the earliest point (including during admissions and transition) to understand any disability-related needs.
- Support plans (e.g., pupil profiles, IEPs, medical plans and PEEPs where required) will be created, shared on a need-to-know basis, and reviewed regularly.

- The School will consult with parents/pupils and, where appropriate, external professionals to agree reasonable adjustments.
- Where a disability may affect participation in trips, clubs or events, the School will undertake an individual risk assessment and implement controls/adjustments.

8. Access to the curriculum and wider school life

Disabled pupils will have access to a broad and balanced curriculum and to the wider life of the school. Reasonable adjustments may include:

- differentiation and adapted teaching approaches;
- additional adult support where appropriate;
- assistive technology and alternative ways to record work;
- access arrangements for assessments, where supported by evidence and in line with awarding body/School procedures;
- adaptations to PE, games and practical lessons so pupils can participate safely and meaningfully;
- planning for inclusion on trips, residential (where applicable), performances and events.

9. Physical environment

The school will take reasonable steps to improve the physical environment to increase the extent to which disabled pupils, staff, parents and visitors can take advantage of education and associated services.

- The school will maintain an accessibility register of premises adaptations and barriers identified through audits.
- Where buildings are listed or structural changes are constrained, the school will consider alternative reasonable adjustments (e.g., timetabling, rooming, temporary ramps, furniture layout).
- The school will ensure that emergency arrangements are appropriate, including PEEPs and equipment (e.g., evacuation chairs) with regular training.
- Signage, lighting, acoustics and classroom layouts will be reviewed to support sensory needs.

10. Access to information

The school will improve the delivery of information in writing to disabled pupils and parents and to disabled staff and visitors, including by providing information in alternative formats where reasonably practicable.

- Large print, coloured paper, simplified layout, audio versions or electronic formats compatible with screen readers.

- Use of symbols/visual supports where appropriate for pupils with communication needs.
- Interpreting/translation support where required and reasonably practicable.
- Digital communications and web content will be reviewed for accessibility (e.g., readable formatting and clear navigation).

11. Staff training and awareness

- Accessibility and inclusion training forms part of the School's CPD programme, including disability awareness and practical strategies for classroom and pastoral settings.
- Relevant staff receive training for specific needs (e.g., medical, hearing impairment, visual impairment, evacuation equipment).
- Training needs are reviewed annually and after any significant incident or change in pupil profile.

12. Monitoring, reporting and review

- The Accessibility Plan (Policy 1.16) is a live document and will be reviewed at least annually by the HFO in consultation with the wider SLT, and after any significant change in the school's cohort, premises or operations.
- Progress against the action plan is monitored by SLT and reported to the Governing Body.
- Evidence is retained (e.g., audit findings, training records, risk assessments, PEEPs, meeting minutes) to demonstrate implementation and support ISI inspection evidence trails.

13. Complaints

Any concerns or complaints relating to accessibility or reasonable adjustments should be raised in line with the school's Complaints Policy. The school will also respond to disability-related concerns promptly and sensitively.

14. Linked policies and documents

- Policy 1.16 School Accessibility Plan (2025–2028)
- Equal Opportunities / Equality, Diversity & Inclusion
- Admissions
- Learning Support / SEND
- Curriculum / Teaching and Learning
- Educational Visits
- Behaviour, Anti-bullying and Pastoral Care
- Safeguarding and Child Protection
- Health & Safety, Fire Safety and First Aid
- Data Protection / Privacy

Appendix 1: Examples of reasonable adjustments previously made

- High-contrast stair edging and handrail markers to support pupils with visual impairment.
- Acoustic measures (e.g., sound-absorbing table coverings) for pupils with hearing impairment.
- Adapted lunchtime arrangements to support hearing-impaired pupils' participation.
- Staff medical training (e.g., insulin administration for Type 1 diabetes).
- Temporary ramping where feasible to improve external access.
- Specialist awareness training (deaf awareness, visual impairment strategies).
- Annual evacuation chair training and review of PEEPs.