# Accessibility Policy and Plan

## Introduction

This accessibility plan is produced under schedule 10 of the Equality Act 2010 to run over the three-year period from **January 2025 to January 2028**.

The Proprietors of Caversham Preparatory School have prepared an Accessibility Policy and Plan. This is a whole school policy and plan, including those in the EYFS, staff, and visitors.

**This document outlines our Accessibility Plan as required by the Equality Act 2010.**

The Act makes it unlawful for Caversham Preparatory School, to discriminate against, harass, or victimise a pupil or potential pupil, staff, or visitor to the school staff in relation to:

- admissions;
- the way we provide education for pupils;
- the way we provide pupils access to any benefit, facility or service;
- by excluding any pupil or subjecting them to any other detriment.

**The Act outlines some protected characteristics (below) and we pay due regard to these:**

- **Age**: Applies to all ages, but can cause issues for young people and older people
- **Disability**: Includes protection for people with past or present disabilities and hidden disabilities, such as HIV, Cancer, Multiple Sclerosis, Autism, ADHD and Anxiety Disorders
- **Gender reassignment**: Protects people who are transitioning from one gender to another
- **Marriage and civil partnership**: Protects people who are married or in a civil partnership, regardless of the sex of the couple
- **Pregnancy and maternity**: Protects people who are pregnant, have given birth recently, are breastfeeding, or on maternity leave
- **Race**: Includes people defined by their race, colour, nationality, ethnic or national origins, culture, and language
- **Religion or belief**: Includes people with certain religious or philosophical beliefs
- **Sex:** Sex discrimination includes direct and indirect discrimination, harassment and victimisation
- **Sexual orientation**: Protects people who are heterosexual, gay, lesbian, or bisexual

This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years. This plan fulfils the requirements of the Independent School Standards.

## The Accessibility Plan will:

The school plans, over time, to increase the access provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.
- To be a school that is open to children with disabilities and will ensure that in consultation with prospective parents this is made clear with an assessment and open discussion support this. Refer the school's Terms and Conditions re support for pupils with SEND.
- Be planned, resourced, implemented and reviewed and revised, as necessary.
- Will increase the extent to which disabled pupils can participate in the school's curriculum, over a period of time.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery of information to disabled pupils of information which is readily accessible to pupils who are not disabled.
- Be resourced carefully and adequately with regard to the need to allocate adequate resources for implementing the plan.

## To fulfil their duties under Schedule 10 of the Equality Act 2010 the Proprietors will:

- When selecting pupils, not discriminate by age, sex, sexual orientation, disability, gender, race, religion or belief.
- Not discriminate against age, sex, sexual orientation, disability, gender, race, religion or belief, marital status or pregnancy when appointing new staff.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- Make reasonable adjustments for disabled pupils so that they are not at a disadvantage.
- Plan to increase access to education for disabled pupils.
- Promote equality of opportunity between disabled people and other people.
- Ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010
- To treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

**Through our curriculum and what we teach we aim to:**

- Eliminate discrimination;
- Eliminate harassment related to a disability;
- Promote positive attitudes towards disabled people.

**Reasonable Adjustments**

- We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.
- When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.
- Our SEN Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual

**Action Plan**

Attached is a set of action plans showing how the school will address the priorities identified in the plan. Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed. The future planned work will be overseen and co-ordinated by the Bursar and the Head Teacher. The plan will be made available on request.

**Responsibility**

The Proprietors are responsible for making sure that this policy and plan is adhered to. The Head Teacher and School Business Manager make sure that all resources are in place to follow this plan. The School's Disability Planning Consultant and Architects will be consulted if necessary.

## Audit and Action Plan for Curriculum Access

| Current Provision | Action | Timeframe |
|---|---|---|

| | | |
|---|---|---|
| Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. | External Agency authored reports and advice sought. E.g., speech therapists, occupational therapists.<br><br>Regular SEN CPD updating advice re knowledge of learning styles.<br><br>On-going CPD<br><br>If the Head Teacher needs to discuss particular pupil/s. | When necessary.<br><br>Termly.<br><br>One per term.<br><br>When needed. |
| An LSA was employed to work closely with physically disabled pupils. | Child with ASD | June 2024 – ongoing |
| If necessary, a TA will be appointed or employed to work closely with physically disabled pupils. | Child with epilepsy had a 1-1 TA to look after her. | If needed. |
| Pupils with emotional, social and behavioural difficulties are supported in school. | SENDCo provides 1:1 support.<br><br>ESB Plans are written to support individual children.<br><br>A Statement of Educational Needs is updated annually with the Local Authority | January 2024<br><br>January 2024<br><br>Last update July 2025 |
| The Reception classroom is at present able to be organised for disabled pupils.<br><br>Other accessibility has been discussed with the architects. | Classroom space is limited and staff will consider the best arrangement of furniture to improve access & to accommodate necessary equipment.<br><br>Consider Year Group classroom changes to best meet the needs of disabled pupils. | As the need arises. |
| Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate | Lesson observation records.<br><br>Lesson Plans<br><br>IEPs | Continue to implement personalised learning when appropriate. |

| | | |
|---|---|---|
| and are supported by Teaching Assistants.<br><br>Buddying systems are in place in the school. | | |
| All pupils are encouraged to take part in music, drama and physical activities. | Full inclusion, extra-curricular clubs, church visits, concerts, performances, etc. | Action plans will be agreed and implemented for disabled pupils for example, the Lodge has a disabled toilet.<br>Ramps would be bought if necessary. |
| Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. | All staff are aware of needs & detailed in planning/IEPs.<br><br>Children with dyslexia have extra time when completing assignments and tests. They are scribed for, as and when necessary.<br><br>They have support during all assessment situations i.e. readers/scribes/extra time.<br><br>We have dyslexia formatted reading books for those children who need support to read. | Already in place. |
| All staff plan for additional time required by some disabled pupils to use equipment. | This would be put into our daily lesson plans. | If the need arises. |
| Disabled pupils who cannot participate activities would be given alternative experiences, e.g., adapted forms of exercises in PE/sport. | Adapted plans for PE and sport would be sourced from e.g. www.youthsporttrust.org<br><br>The PE coordinator would take a training course to support putting the plans in place. | If the need arises. |
| Personal computers are provided & will be fitted with additional software/hardware to allow access for disabled pupils. | This would include VOCA software, Clicker5, enlarged keyboard, joystick & switches. | Plan to implement 1 to 1 IT across the school over the medium term.<br><br>Specific equipment purchased as required. |

| | | |
|---|---|---|
| | We have links with a Specialist Advisory Support Service to provide updated software. | |
| School visits are accessible to all pupils, regardless of attainment or impairment. | See Educational Visits Policy – consultations with parents as appropriate.<br><br>ALL risk assessments include info re - disabled pupils. H&S policy.<br><br>Coaches would be booked with 3-point seat belts to accommodate additional equipment. | If the need arises. |
| All staff have high expectations for **all** pupils | Lesson Observations, tracking & target setting are in place. | Short Term |
| All staff strive to remove barriers to learning and participation & value pupil voice. | Lesson observations, IEPs. Reviews, Daily staff meetings, (Regular Class Teacher, TA, and SENDCO meetings).<br><br>Regular review meetings for IEPs with parents. | Half-Termly Review Meetings<br><br>Continuing CPD |
| We have a child who has been diagnosed with colour blindness.<br>Adjustments have been made to the learning environment following https://www.colourblindawareness.org/teachers/ | CPD on Colour Blindness in schools | To be delivered by the SENCO in the summer term 2023. |
| We have implemented Dyslexia Friendly Policy for our Dyslexic Pupils<br><br>Run dyslexia screening toolkits for early support in this area | Year 2 Dyslexia Screener | Short Term<br><br>Implemented for academic Year 2021/22 and carried out in Summer 2022 and 2023 |

## Audit and Action Plan for Physical Access

| Current Provision | Action | Timeframe |
|---|---|---|

| | | |
|---|---|---|
| The layout of the school, except for the children in the EYFS at present would constrain a wheelchair user. Future planning and planning permission will take this into account and provision will be made where possible for any wheelchair user who may wish to join the school or work in the school. | There is a ramp leading into the school's side entrance into the EYFS area of the school.<br><br>There are disabled toilets in The Lodge.<br><br>Further work would need to be done to widen the doors to the Reception toilets and a ramp rather than a step into the Infant Learning Garden.<br><br>Further work would then be required for a wheelchair bound child to access the rest of the school. | Long Term.<br><br>This would be done in consultation with the Bursar, Head Teacher, School Architects, Planning Advisors and the child's parents.<br><br>Planning Permission is in place for the Lodge to build additional accommodation. |
| We have only one disabled toilet at present. We would need one to be installed (in all three buildings) if the need arose. | | As and when needed. |
| Pathways around the school. | Pathways are uneven in places | Short Term - Summer 2022 |
| Parking arrangements for all are logical and safe. | A disabled parking space is available and signed.<br><br>The green gates will be opened for wheelchair users. | Autumn 2022 |
| Emergency and evacuation systems INFORM ALL pupils. | Auditory Alarms.<br><br>Disabled children would be escorted off premises by designated adult. | As and when needed. |
| At present there is no lift in the buildings. The plans for the extension at the side of the main house give a clear indication of an adaptable lift shaft, if needed. More thought is needed for the Junior building and The Lodge that will be incorporated into the plans as they develop. | Present planning in place for one building. Will need to be revised for the other building. | Long Term.<br><br>Meeting with the school architects for full compliance, if needed. |
| Signs are uncomplicated, and unambiguous. | See signage around school. | |

| | | |
|---|---|---|
| School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy. | All neutral paintwork on walls. | |
| All areas are well lit.<br>All strip lighting has been changed from florescent lights to LED lights to improve vision in classrooms. | Health and Safety Walk | Short Term – Termly |
| Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc. | Staff would seat hearing impaired pupils appropriately.<br>All classes are fully carpeted in the main work/teaching area. | Soundproofing in the juniors has been improved<br><br>Medium Term (Summer 2023) Plan to put sound proofing on stairs in Juniors. |
| Furniture and equipment selected, adjusted and located appropriately, e.g., low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc. | Appropriate furniture and accessories have been bought on recommendation from the Occupational Therapist. | All adjustments required will be for the children as and if they are required to support their learning. |
| Care plan displayed.<br>All staff briefed on personal care plan.<br>Extra clothes sourced. | Risk Assessment in place for extra water breaks and extra toilet breaks. | September 2022 for child joining Reception with disabilities. |

## Audit and Action Plan for Access to Information

| Current Provision | Action | Timeframe |
|---|---|---|
| Staff will be trained in the technology and practices to assist pupils, parents and carers and staff with disabilities, e.g., positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties. | External advice given by specialists. | Staff Meetings to discuss when needs arise and on-going CPD |
| The school will liaise with the LA and independent support | | As appropriate as and when requested. |

| | | |
|---|---|---|
| services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils, parents and carers who may have difficulty with the standard printed format. | | |
| The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, e.g., by reading aloud, using the IWB/PowerPoint presentations, large print format. | IWB in every class used for close demonstration work (i.e., needle work, sketching, etc.) & for enlarging texts.<br><br>All staff read aloud & for parents who cannot read, information can be read to them.<br><br>Separate reports can be requested to be sent if a parent does not live at same address.<br><br>PowerPoint Presentations used at workshops and parents' meetings. | |
| Ensure all policies consider the implications of Equality of Opportunity. | When reviewing policies, consider a child with a disability. | Ongoing review |

# Policy Administration

## Linked Policies

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:

- Educational Visits Policy
- Health and Safety Policy
- Dyslexia Policy

## Quoted Legislation and Guidance

- Schedule 10 of the Equality Act 2010

## Review Schedule

Update Schedule – Annually or in response to any changes in legislation

## Update and Review Log

| Updated/ Reviewed By | Date | Notes |
|---|---|---|
| J Lawson | Oct 2013 | Advice taken from the School's Disability Planning Consultant |
| J Lawson | June 2014 | Re-written during 2014 ISI Inspection |
| J Lawson | August 2015 | Advice taken from the School's Disability Planning Consultant |
| J Lawson | August 2016 | EYFS Fencing added |
| J Lawson | August 2017 | Safety Rail added<br>Board Approval Sep 2017 |
| J Lawson | August 2018 | Colour blindness added to SEN Policy<br>New soundproofing added to upper Junior classrooms<br>Board Approval Sep 2018 |
| J Lawson | August 2019 | Dyslexia Friendly Policy written<br>Board Approval Sep 2019 |
| J Lawson | August 2020 | Computers for all<br>Reviewed and formatted<br>Board Approval Aug 2020 |
| J Lawson | March 2021 | Addendum for disabled staff re-joining us after illness<br>Board Approval March 2021 |
| J Lawson | July 2022 | Reviewed and changed to accommodate child with disabilities joining August 2022 Holiday Club and then the Reception class.<br>Board Approval Sep 2022 |

| | | |
|---|---|---|
| J Lawson | June 2024 | Reviewed and changed to accommodate child with ASD requiring an LSA and joining Year 3 |
| J Lawson | January 2025 | Reviewed and changed to accommodate child with anxiety joining Year 5 |