



HOMEFIELD PREPARATORY SCHOOL

Accessibility Plan and Policy

This policy also applies to the EYFS

Updated	Review Date	Version
September 2024	September 2026	2024.02

Signed: Ms M Gardiner Boiling (Chair of Governors)

Homefield Preparatory School

Accessibility Plan and Policy

Ethos and Aims of Homefield Preparatory School

Homefield Preparatory School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance. Where appropriate, staff are trained to understand the types of disabilities and how to support pupils and parents who have a disability. However, staff will only administer medication in accordance with the First Aid Policy.

The School will implement and review the policy with the aim of increasing the accessibility of the school's curriculum and improving the physical environment of the school.

Definition of Disability and Scope of the Plan

A child or young 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 (as defined by the Equality Act 2010).

Under the Disability Discrimination Act (DDA) 2002, the school has a duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and including the provision of education and associated services (a term that covers all aspects of school life, including all educational visits and offsite activities);
- Ensure that pupils are not put at a substantial disadvantage, including being treated less favourably, by taking reasonable steps and making reasonable adjustments;
- Schools have a duty to be proactive and to 'anticipate' the likely needs of current and future pupils on school visits, and should not respond reactively or retrospectively.

The policy is focussed on three key aims:

- To increase the extent to which the curriculum is inclusive to all pupils, including the wider curriculum and participation in after-school clubs and visits;

- Improving the school's physical environment and access including physical aids where required 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 and
- improve the delivery to disabled pupils, information which is readily accessible to pupils who are not disabled.

How the Plan is Constructed

The School has a disability policy review committee which consists of the members of the Senior Leadership Team and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to annually review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The policy and targets are widely circulated to all teaching and support staff, pupils and parents and is available upon request from the School.

How the Policy is reviewed and monitored

The School's Senior Leadership Team meets annually to discuss disability issues and frame recommendations for inclusion in the policy. Any key recommendations include input from the SMT and are included on the agenda of the Main Board of Governors during the academic year. The policy is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility policy during the period to which it relates. A new policy will be drawn up every three years.

Linked Policies:

- Admissions Policy
- Equal Opportunities Policy
- Attendance
- First Aid Policy
- SEND Policy
- Preventing and Tackling Bullying policy
- Whole School Behaviour Policy
- Accessibility and Pupil Disability Discrimination Policy

Action Plan

1. The Action Plan is drawn together by the Senior Leadership Team and agreed annually. They will monitor and evaluate:
 - the effectiveness of action taken in the previous school year
 - relevant targets for the next school year
 - responses to any future legislative changes
2. The School will keep a record of all reasonable adjustments and it will be available to interested parties (see below).

For Reference with the Plan

ISI Regulatory Standard	Description
Schedule 10 3.2(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes 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.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Improving Access to the Curriculum

Curriculum	3.2(a)				
Target	Standard	Actions and Resources Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	3.2(a)	<ul style="list-style-type: none"> • In place • Policies to be reviewed every two years 	2 year review cycle	HoDs/Head of SEN/D Health Plans (Welfare Asst)	Opportunities to access curriculum as planned.

<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>To ensure that opportunities to engage in CPD are planned, in terms of the needs of pupils with disabilities and strategies to support them.</p>	3.2(a)	<ul style="list-style-type: none"> • Staff training requirements identified. • All teachers use teaching strategy plans to meet the requirements of children's needs with regards to accessing the curriculum. • Access will be provided to specialist help for that pupil where reasonable and practicable. 	Revisit and evaluate each academic year	SLT Senior Teacher Head of SEN/D	Opportunities to access curriculum as planned. See individual strategy plans.
<p>Extra-curricular activities and off-site excursions are planned to ensure participation of a range of pupils.</p>	3.2(a)	<ul style="list-style-type: none"> • Review current provision to ensure compliance with legislation. • Ensure that key staff are in place to support specific children. • All extra-curricular and off-site activities are conducted in an inclusive environment and external providers are aware of needs and comply with current and future legislative requirements. • Staff will have conducted RAs for all offsite visits. Each one will be signed off by a member of the SMT. 	Revisit and evaluate each academic year	SLT / HODs	High percentage of pupils are able to participate in activities as planned. Copy of all RAs held by Dep Hd

To enable pupils with SEND to participate and achieve their potential.	3.2(a)	<ul style="list-style-type: none"> • Strategy Sheets will be used, there will be extra individual classroom support from members of the LS Department, and one-to-one support outside the classroom as appropriate. • Any notes or other printed material provided for the pupils will, where reasonable and practicable, be available in a form suitable for pupils with SEND. • EHC Plan where required. 	Revisit and evaluate each academic year	SLT/ Head of SEN/D/ HoDs	See individual strategy plans
Provision for visually impaired	3. 2 (a)(b)	<ul style="list-style-type: none"> • Large print where required including exam scripts/support materials/lessons. 	Revisit and evaluate each academic year	Head of SEN/D	In place if and when required
To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.	3. 2 (a)(b)	<ul style="list-style-type: none"> • Staff to adapt classrooms as required. • Lessons are implemented as planned making any adjustments in advance. 	Revisit and evaluate each academic year	Class teachers/ Head of SEN/D	Allocated time to participate in curriculum activities is available as planned.
To deploy support staff effectively	3.2 (a)	<ul style="list-style-type: none"> • Review needs of pupils and deploy staff accordingly ensuring the skill set of staff is matched to the needs of identified pupils. 	Revisit and evaluate each academic year	Head of SEN/D	All pupils are supported to achieve their potential.

To ensure continuity of access to education for children unable to attend school because of serious physical illness, injury or mental health problems	3.2(a)	<ul style="list-style-type: none"> The school will work in conjunction with the local authority, under DfE guidelines, to ensure continuity of access to education for children unable to attend school for medical reasons 	Revisit and evaluate each academic year	Head of SEN/D Head	Pupils are supported to achieve their potential.
To ensure that staff receive appropriate and up to date training to deal with specific medical conditions i.e. epilepsy, diabetes, cancer care	3.2(a)	<ul style="list-style-type: none"> The school will work in conjunction with healthcare professionals to ensure information and training is current to deal with specific medical conditions as detailed in pupils' Individual Healthcare Plans. (IHP) School is aware that certain pupils are at a higher risk of infection due to underlying serious medical conditions. 	Revisit and evaluate each academic year	AHT (pastoral) Welfare Asst	Pupils are supported to achieve their potential.
To ensure that all boys with medical conditions are catered for within the school curriculum	3. 2 (a)(b)	<ul style="list-style-type: none"> All children with a medical condition have an Individual Support Plan (ISP). Individual Support Plan (ISP) details exactly what care a child needs in school, when they need it and who will provide it. It should also include information on the impact any health condition may have on a child's learning, behaviour or classroom performance. 	Revisit and evaluate each academic year	HoDs, Welfare, SENCO and parents: drawn up with input from the boys, where appropriate, their parent/carer, relevant school staff and healthcare professionals, or specialists if the child has one.	Pupils are supported to achieve their potential.

Improving Access to the Physical Environment

Physical environment	3. 2(b)				
Target	Standard	Actions and Resources Required.	Timescale	Responsibility	Evidence of Impact / Outcomes.
Ensure all fire escape routes are suitable.	3.2(b)	<ul style="list-style-type: none"> • Clear all combustibles from fire exit routes, maintain clear signage as to where to exit building and assemble etc. Have locks on all doors that open on to fire exits. Hold regular fire drills. 	Revisit and evaluate each academic year	Bursar/ Estates Manager	Record of Termly drills, fire safety risk assessment and update the School's fire evacuation plan.
Ensure signage is clearly displayed around the school.	3.2(b)	<ul style="list-style-type: none"> • Pupils are able to access school environment with increased independence. 	Revisit and evaluate each academic year	Site Team	Pupils are able to access the curriculum and activities with increased independence and as planned without delays created by time spent moving around the building.
Width of doors.	3.2(b)	<ul style="list-style-type: none"> • Pupils are able to access school environment with increased independence. 	Revisit and evaluate each academic year	Site Team	Pupils are able to access the curriculum and activities.

Improve class furniture layout	3.2(b)	<ul style="list-style-type: none"> • Pupils are able to access school environment with increased independence. 	Revisit and evaluate each academic year	Class teachers	Pupils are able to access the curriculum and activities.
Improve facilities for the hearing impaired.	3. 2 (a)(b)	<ul style="list-style-type: none"> • Review provision of hearing aids including installation of portable hearing loops. 	Revisit and evaluate each academic year	Head of SEN/D	School will provide a portable hearing loop as required.
Ensure staff are aware of the access needs of disabled children, staff and parent/carers.	3.2(b)	<ul style="list-style-type: none"> • Create access plans as appropriate as part of strategy plan. • Consider and accommodate access needs of staff, Governors, parent/carers and visitors included priority access for disabled parking. 	Revisit and evaluate each academic year	Head of SEN/D Bursar	School will review in future site development plans
Difficulty of access to recreation and sport.	3.2(b)	<ul style="list-style-type: none"> • The School, in discussion with parents and the pupil involved, will ensure that all adjustments possible, in line with common sense and practical application, will be made for a particular disability. 	Revisit and evaluate each academic year	AHT (pastoral)	MUGA pitch available for use in all weather conditions
Visible delineation of stair edges.	3.2(b)	<ul style="list-style-type: none"> • Place special strips on the edges of stairs. 	Revisit and evaluate each academic year	Estates Manager	Incorporated into new build.
Improve physical access to facilities within the science laboratory and Art/DT rooms..	3.2(b)	<ul style="list-style-type: none"> • Install height adjustable furniture to the laboratory and DT room. • Dependent on individual pupil's needs 	Revisit and evaluate	Hd of Sci/DT	Pupils are able to access the curriculum and

		where appropriate.	each academic year		activities.
All new equipment purchased for teaching considered in regard to this plan..	3.2(b)	<ul style="list-style-type: none"> Equipment will be considered as to its suitability of 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. 	Revisit and evaluate each academic year	Head of SEN/D, Head	Pupils are able to access the curriculum and activities.
The School will aim to ensure that future Building Development programme is properly aware of the needs of disabled students, staff and visitors.	3.2(b)	<ul style="list-style-type: none"> Work closely with architects and contractors to ensure all areas within new buildings are fully accessible to the disabled. Take opportunities, where they arise, to ensure that the development of new buildings enables us to improve access to established areas of the site. 	Revisit and evaluate each academic year	Bursar, Estates Manager,	Accessible in new build
Wheelchair accessible toilet.	3.2(b)	<ul style="list-style-type: none"> Created a disabled lavatory on Ground floor. 	Revisit and evaluate each academic year	Bursar/ Estates Manager	Accessible in new build.
Lift availability – new build.	3.2(b)	<ul style="list-style-type: none"> Enables access to upper floor classrooms 	Revisit and evaluate each academic year	Bursar, Estates Manager	Accessible in new build.

Car Parking	3.2(b)	<ul style="list-style-type: none"> Special car parking arrangements will be made available for vehicles that have disabled car parking entitlement. 	As required	Estates Manager	Access to site for disabled drivers /passengers.
To ensure that all boys with medical conditions are catered for in an emergency	3.2(1a,b)	<ul style="list-style-type: none"> staff understand and are trained in what to do in an emergency for children with medical conditions at this school. school staff, are aware of the medical conditions at this school and understand their duty of care to pupils in an emergency. All staff receive training in what to do in an emergency and this is refreshed at least once a year. Individual Support Plan (ISP). should explain what help they need in an emergency. The ISP will accompany a pupil should they need to attend hospital. Parental permission will be sought and recorded for sharing in an emergency. 	Revisit and evaluate each academic year	Welfare Asst SEND/CO Class teachers	Logs of drills, Meditracker, H&S meetings

Improving Access to Information

Improving access to information	3. 2(c)				
Target	Standard	Actions and Resources Required.	Timescale	Responsibility	Evidence of Impact / Outcomes
Enable staff to increase their	3. 2(c)	<ul style="list-style-type: none"> INSET to staff to support them in better 	Review	Head of SEN/D	Weekly briefings

knowledge and understanding of needs of disabled pupils.		communication with pupils with SEND INSET timetable.	each academic year		with SENCO and INSET schedule.
Ensure that the school's Equal Opportunities policy is widely known and is seen to influence admissions.	3.2c3. 2(c)	<ul style="list-style-type: none"> • Equal opportunities and admissions policy shared and actioned by Registrar and Assistant Registrar and any SMT members or HoDs responsible for admissions assessment 	Review each academic year	Admissions and Marketing, SLT and HoLS.	Admissions proforma completed for every applicant, following policy.
Information concerning disability is included in the application form for job applicants and actioned if interviewed and appointed	3.2c	<ul style="list-style-type: none"> • This would lead to a discussion of the actions necessary should the candidate be appointed. Following appointment, the needs of the disabled member of staff will be discussed. • Any member of staff who becomes disabled, following appointment will have the needs discussed on a regular basis. • Timetable adjustments may be made to reflect the needs of disabled members of staff. Within financial constraints, the School will aim to make adjustments to the premises to reflect those needs. 	Review each academic year	Head/Bursar	Incorporated into application forms.
Welfare difficulties arising from issues surrounding disability – bullying, non- integration, complaints and so on.	3.2c	<ul style="list-style-type: none"> • Dealt with by existing school systems, such as the Anti-Bullying Policy and the Behaviour Policy. • The school's pastoral care system is already in place to monitor the welfare of all pupils. • The Head and the Board of Governors will take positive action against any employee's harassment of another employee either on grounds of disability or any other grounds recognised by the law. All employees have a 	Review each academic year	AHT – Pastoral DSL Head of Inclusions and Welbeing Head	See staff handbook, staff code of conduct established, staff grievance policy established. In Nov 18 school started 'MySpace' Programme which is now well

		duty to report instances of harassment to the Head (or in the case of harassment by the Head, to the Chair of Govs)			embedded.
Review effectiveness of: • SEND provision including any additional external therapy, such as Speech and Language or occupational health	3.2c	<ul style="list-style-type: none"> • New strategy sheets in place • New SEND policy in place 	Review each academic year	Head of SEN/D	See strategy plan reviews for individual children.
Awareness of signs, notices and symbols around the building and accessibility to visually impaired and those with limited reading skills.	3.2c	<ul style="list-style-type: none"> • Clarity and suitability of all notices and signs and use visual symbols to support where appropriate. • Incorporated into Phase 3 building programme 	Review each academic year	Head of SEN/D Staff	See strategy plan reviews for individual children.
School is able to provide written material in alternative formats as requested, providing support to staff as required. Brochures, school newsletters and other parental information is available in alternative formats.	3.2c	<ul style="list-style-type: none"> • The school is aware of how to access services through providers for converting written information into alternative formats. • Ensure that these are available as required. • Seek advice for visually impaired. • School information is available to all via the website and hard copy. 	Review each academic year	Head of SEN/D Admissions and Marketing	School can produce alternative written information such as larger print, contrasting colours or augmentative communication technology as required in a timely fashion. Delivery of school information to parents and the school community

					is improved.
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