



Accessibility Plan 2022-2025

Person responsible	Director of Finance & Operations (DFO)
Last update	October 2023
Frequency of Review	Annual
Date of last review by Governors	November 2023
Date of next review by Governors	November 2024

Aims

This is the accessibility plan of Bute House Preparatory School (**School**).

The School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

The aims of this accessibility plan are to set out the School's plans for:

- increasing the extent to which disabled pupils can participate in the School's curriculum;
- improving 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; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Scope and application

This accessibility plan applies to the whole School including the Early Years Foundation Stage (**EYFS**).

This accessibility plan covers the three-year period from September 2022 to August 2025.

Regulatory framework

This accessibility plan has been prepared to meet the School's responsibilities under:

- Equality Act 2010;
- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (2023);
- Education and Skills Act 2008; and
- Data Protection Act 2018 and UK General Data Protection Regulation (UK **GDPR**);
- Children Act 1989;
- Childcare Act 2006.

This accessibility plan has regard to the following guidance and advice:

- The Equality Act 2010 and schools (DfE, May 2014), The Equality Act 2010 and schools (DfE, May 2014);
- What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014), What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014);

The following School policies, procedures and resource materials are relevant to this accessibility plan:

- Equal opportunities and inclusion policy;
- disability discrimination policy;
- learning support policy;
- learning enrichment policy;
- RSE and Health Education Policy
- Fire Risk (Prevention) Policy
- Emergency Evacuation Procedures – FIRE
- Crisis Management Plan
- Health and Safety policy; and
- Admissions Policy;

Publication and availability

This accessibility plan is published on the School website and is available in hard copy on request.

A copy of this accessibility plan is available for inspection from the Director of Finance and Operations (DFO) or School Office during the School day.

This accessibility plan can be made available in large print or another accessible format if required.

Definitions

References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

Responsibility statement and allocation of tasks

The Governing Body has overall responsibility for all matters which are the subject of this accessibility plan.

To ensure the efficient discharge of its responsibilities under this accessibility plan, the Governing Body has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	DFO	As required, and at least termly
Monitoring the implementation of this accessibility plan	DFO / Health and Safety Committee	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	DFO	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	School Leadership Team	As required, and at least annually
Formal annual review	Governing Body	Annually

Increasing accessibility

The School plans, over time, to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- 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; and
- improve the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Governing Body has had regard to the need to allocate adequate resources for their implementation.

There will be a full review of the accessibility plan in November 2025 when a new accessibility plan will be produced to cover the next three years.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning

support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

Training

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on role of the individual member of staff.

The School maintains written records of all staff training.

Record keeping

The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

Appendix 1

Action Plan for increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Goals achieved
Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Individual healthcare plans are in place for students with specific accessibility requirements Training of staff. Learning Enrichment Department provide all staff with discrete information on pupils with Special Educational Needs.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Ongoing	Success and wellbeing of pupils with a disability. Pupils with a disability feel positive about school – reviewed in PASS data analysis.
Understanding of additional requirements in practical work are understood and prepared for in advance.	Timetabling changes to allow additional time as required Pupil buddy arrangements	Staff confidence in providing appropriate teaching and support for disabled pupils.	Ongoing review of materials.	Success and wellbeing of pupils with a disability. Pupils with a disability feel positive about school – reviewed in PASS data analysis.

Organisation of classrooms to enable full participation of pupils with a disability and provision of appropriate learning tools, for example, specialist IT software.	Guidance from specialists used when required, for example, the local authority.	To ensure effective learning and safety at school.	As required.	Success and wellbeing of pupils with a disability. Pupils with a disability feel positive about school – reviewed in PASS data analysis.
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Appendix 2

Action Plan for improving the physical environment of the school to increase access to education by disabled pupils

Targets	Strategies	Outcome	Time frame	Goals achieved
Enable disabled pupils and visitors to access the ground floor of the School building.	Main entrance accessible for wheelchair users. Stairways and corridors are kept clear to allow wheelchair users access into communal areas, classrooms and the playground. Classrooms are organised for pupils with a disability. The main reception desk is DDA compliant and fully accessible for wheelchair users.	Compliance with DDA requirements.	Ongoing	Compliance with DDA requirements and a welcoming environment for pupils, staff and visitors with a disability.

Provide access to upper story classrooms if at all practicable.	<p>Use of lift as required for any pupils or staff requiring assistance accessing the Upper Floors.</p> <p>Providing information to staff on where to access the lift lobby and obtain the lift key.</p> <p>Prioritise disabled access points as an integral part of any planned rebuild improvement works.</p>	Ability of disabled pupils and staff to access all areas of the School.	Ongoing	Improved access to educational facilities.
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Provide accessible toilet facilities for disabled pupils and visitors.	Ongoing monitoring of toilet facilities on Ground Floor near Reception to ensure it meets all the latest DDA requirements.	Accessible toilet available on the Ground Floor with clear signage.	Ongoing	Improved toilet facilities for disabled pupils and visitors.
Ensure all building works carried out in the school are DDA compliant.	Use of specialists to advise on any alterations and obtain sign-off from building control on any alterations to the building.	Changes to the building have been certified as compliant with DDA regulations.	Ongoing	Improved facilities which have ensured the building meets DDA regulations, for example, Reception Desk.
Optimise the physical working environment for pupils and staff with a disability.	<p>In building improvement works, select lighting and paint schemes to help the visually impaired.</p> <p>Carpeting and use of acoustic panelling to assist staff and pupils with a hearing impairment.</p>	Delivery of effective learning in an optimal working environment.	Ongoing	Improvements to facilities which meet the needs of pupils and staff with a disability.

Ensure clear signage that can be used by pupils and staff with a visual impairment.	Update of signage through the building taking account of appropriate colours and size required for the signs.	Signage throughout the building is DDA compliant.	Ongoing.	Compliance with DDA requirements and a welcoming environment for pupils, staff and visitors with a disability.
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Appendix 3

Action Plan for improving the delivery of information to disabled pupils and staff

Targets	Strategies	Outcome	Time frame	Goals achieved
Ensuring availability of written material in alternative formats	<p>Where needed, the School will provide written information on alternative formats e.g. If a child cannot attend School for health reasons the School offers access to work and other resources through electronic means.</p> <p>Diagrams described and material on smartboards is read out loud as required. Copies of slides and diagrams available to pupils.</p>	To ensure effective learning and safety at school.	Ongoing	Delivery of information to disabled pupils is improved.

Effective use of technology to improve teaching and learning for all pupils.	Ensuring availability of specialist equipment which meets the needs of pupils with a disability: touch screen computers, easy to use keyboards, use of iPads, text to speech software and software to connect words and pictures.	Widening of opportunities for learning for pupils with a disability.	Ongoing	Improvements in pupil progress of pupils with a disability.
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Appendix 4

Action Plan for ensuring the school meets the needs of Staff with a Disability

Targets	Strategies	Outcome	Time frame	Goals achieved
Classrooms and communal areas have the flexibility to adapt to staff needs as required.	Staff are asked at interview and during their Staff Induction training, and at regular appraisals what assistance and reasonable adjustments are required to provide support in their role.	All staff feel they have appropriate access to the support they require in their role.	Ongoing.	Positive feedback from staff on the school meeting their needs as reviewed in the Staff Survey data.
Effective use of technology to disseminate information to all staff.	Staff are asked at interview and during their Staff Induction training, and at regular appraisals what assistance and reasonable adjustments are required to provide support in their role.	All staff feel they have appropriate access to the support they require in their role.	Ongoing.	Positive feedback from staff on the school meeting their needs as reviewed in the Staff Survey data.