



## Accessibility Policy

<b>Person responsible</b>	<b>Director of Finance &amp; Operations (DFO)</b>
<b>Last update</b>	<b>September 2025</b>
<b>Frequency of Review</b>	<b>Annual</b>
<b>Date of last review by Governors</b>	<b>November 2025</b>
<b>Date of next review by Governors</b>	<b>November 2026</b>

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## 1. Introduction and Aims

Bute House Preparatory 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. For the purposes of this Policy, 'disability' includes physical disabilities, sensory impairments (visual and hearing), learning difficulties, neurodiverse conditions, long-term health conditions and any other condition that has a substantial and long-term adverse effect on day-to-day functioning. The School adopts a whole school approach to accessibility and inclusion, recognising that responsibility for equality and accessibility lies with all staff, volunteers, Governors, and leaders.

The Accessibility Policy sets out the School's aims:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the School, in order to increase the extent to which pupils and visitors with a disability are able to take advantage of the education, benefits, facilities or services on offer
- To improve the delivery of information to pupils and staff with a disability, when this information is readily accessible to pupils and staff who do not have a disability
- To ensure the School meets the needs of staff with a disability

The School recognises that pupils for whom English is an additional language may require adjustments to ensure equal access to teaching and learning.

The detailed actions for each of these aims are set out in the Accessibility Plan (see Appendix), which will be subject to annual review. In preparing the Accessibility Plan the Governing Body has taken account of the need to allocate adequate resources for its implementation.

## 2. Scope and Responsibilities

The Accessibility Policy and plan apply to the whole School including the Early Years Foundation Stage (EYFS). The Head of Learning Enrichment is responsible for advising on and contributing to the Accessibility Plan, ensuring cognitive access and SEND-related reasonable adjustments are fully integrated with academic and pastoral provision. The DFO, in consultation with the Head, SLT and Health and Safety Committee are responsible for the implementation of this Policy.

## 3. Regulatory Framework

The Accessibility Policy has been prepared to meet the School's responsibilities under:

- Equality Act 2010
- Education (Independent School Standards) Regulations 2014
- Equality and Human Rights Commission (EHRC) *Guidance for Schools* (updated 2023)
- Statutory Framework for the Early Years Foundation Stage (2024)

- Education and Skills Act 2008
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Council for Disabled Children (CDC) *Guides to the Disability Duties* (2025)
- Children Act 1989
- Childcare Act 2006
- SEND Code of Practice

It also 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)

It should be read in conjunction with the following Policies:

- Equality, Diversity & Inclusion
- Disability Discrimination
- Learning Enrichment
- RSE and Health Education
- Fire Risk (Prevention)
- Emergency Evacuation Procedures – Fire
- Crisis Management Plan
- Health and Safety
- Admissions

## 4. Publication and Availability

The Accessibility Policy is published on the School website and is available in hard copy on request.

A copy is available for inspection from the Director of Finance and Operations (DFO) or in the School office during the School day. It can be made available in large print or another accessible format if required.

## 5. Allocation of Tasks

To ensure the efficient discharge of its responsibilities under the Accessibility Policy the Governing Body has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keep the Accessibility Policy and Accessibility Plan up to date, compliant with law and aligned with current technical guidance (EHRC, CDC) and good practice	DFO	As required, and at least termly
Monitor the implementation of Accessibility Plan	DFO / Health and Safety Committee	As required, and at least termly
Maintain up to date records of all information created in relation to the Policy and its implementation as required by GDPR	DFO	As required, and at least termly
Seek input from interested groups (such as pupils, staff, parents) to consider improvements to Accessibility Plan	School Leadership Team	As required, and at least annually
Formal annual review	Governing Body	Annually

## 6. Welcoming Pupils with a Disability

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School (having satisfied the current admissions criteria), the School is committed to considering reasonable adjustments for all School activities including educational visits, clubs, fixtures, and residential trips.

In order to meet the needs of pupils with a disability the School requires full information. The School asks all applicants to disclose whether they have received or receive 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 a prospective pupil or a current pupil the School will consult with parents and, where appropriate, external specialists when planning adjustments to ensure decisions are evidence-based. 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 Equality Act 2010 when such services may be provided as auxiliary aids and services.

## **7. Digital Accessibility**

The School is committed to providing a curriculum that challenges all ranges and abilities and that in distributing or communicating information, it considers the accessibility needs of its parents, families and wider community. Where necessary, reasonable, practicable and appropriate, the School will ensure that its website, digital communications, and online platforms are accessible in line with standards set by WCAG 2.2 AA.

## **8. Training**

The School ensures that regular guidance and training are arranged at induction, and as appropriate thereafter, so that staff and volunteers understand what is expected of them and have the appropriate knowledge and skills. The School will also carry out regular refresher training as required. Written records of all staff training are maintained.

## **9. 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 it uses personal data.

## **10. Monitoring and Review**

The DFO, in consultation with the Head, the SLT and the Health and Safety Committee will regularly monitor and evaluate the effectiveness of this Policy. It will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the DFO and the Governing Body. The date of the next review is shown on the front page.

## Appendix: Accessibility Plan

### 1. Action Plan to increase the extent to which pupils with a disability can participate in the School curriculum

Targets	Strategies	Outcome	Time frame	Goals are achieved when
Ensure that new pupils with any form of difficulty or problem are quickly and effectively identified (including where English is an additional language).	Early notification at application and acceptance stage which is communicated to SLT and appropriate members of staff.	Pupils' needs should then be known and plans implemented appropriately.	Ongoing	The School is able to identify and act on accessibility needs ahead of the pupils' start date and ensure smooth transition.
Staff increase their knowledge and understanding of needs of pupils with a disability.	Individual healthcare plans are in place for students with specific accessibility requirements.  Training of staff. Learning Enrichment Department provide all staff with appropriate information on pupils identified with Special Educational Needs.	Staff confidence	Ongoing	Pupils with a disability feel positive about school – reviewed in PASS (Pupil Assessment of Self and School) data/BISQ (Bute Individual Student Questionnaire) analysis.  Staff are confident in providing appropriate teaching and support for pupils with a disability.

<p>Staff understand any additional requirements and prepare for them.</p>	<p>Timetabling changes to allow additional time as required.</p> <p>Pupil buddy arrangements.</p>	<p>Staff confidence in providing appropriate teaching and support for pupils with a disability.</p>	<p>Ongoing</p>	<p>Success and wellbeing of pupils with a disability.</p> <p>Pupils with a disability feel positive about school – reviewed in PASS data/BISQ analysis.</p>
<p>Classrooms are organised to enable full participation of pupils with a disability and provision of appropriate learning tools, for example, specialist IT software.</p>	<p>Guidance from specialists when required, for example, the local authority.</p>	<p>Ensure effective learning and safety at School.</p>	<p>As required</p>	<p>Success and wellbeing of pupils with a disability.</p> <p>Pupils with a disability feel positive about school – reviewed in PASS data / BISQ analysis.</p>
<p>Sports facilities, changing areas and outdoor spaces are reviewed to ensure that pupils with physical disabilities can participate in sport and physical education. Where necessary, adaptations or alternative access arrangements will be made.</p>	<p>Individual healthcare plans are in place for students with specific accessibility requirements</p> <p>Early contact with external venues and organisers to ensure full participation and specialist access is provided.</p>	<p>Appropriate access to the sporting facility and participation is achieved and parents, staff and pupils have confidence in the application.</p>	<p>As required</p>	<p>Success and wellbeing of pupils with a disability.</p> <p>Pupils with a disability feel positive about school – reviewed in PASS data / BISQ analysis.</p>

## 2. Action Plan to improve the physical environment of the School to increase access to the School's facilities for pupils, staff and visitors with a disability

Targets	Strategies	Outcome	Time frame	Goals achieved
Enable pupils, staff and visitors with a disability to access the Ground Floor of the School building.	<p>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.</p> <p>The main reception desk is Disability Discrimination Act (DDA) compliant and fully accessible for wheelchair users.</p>	Compliance with DDA requirements.	Ongoing	Compliance with DDA requirements and a welcoming environment for pupils, staff and visitors with a disability.

<p>Provide access to Upper Floors and Safe Space if practicable.</p>	<p>Use of lift by any pupils or staff requiring assistance to access the Upper Floors.</p> <p>Provide information to staff on where to access the lift lobby and obtain the lift key.</p> <p>Access to Safe Space via ramps from the staff room to exterior first floor terrace.</p> <p>Prioritise disabled access points as an integral part of any planned rebuild improvement works.</p>	<p>Ability of pupils and staff with a disability to access all areas of the School.</p>	<p>Ongoing</p>	<p>Improved access to facilities.</p>
<p>Provide accessible toilet facilities for pupils, staff and visitors with a disability.</p>	<p>Ongoing monitoring of toilet facilities on Ground Floor near Reception and in the safe space room on the first floor to ensure it meets all the latest DDA requirements.</p>	<p>Accessible toilet available on the Ground Floor with clear signage.</p>	<p>Ongoing</p>	<p>Clean and accessible toilet facilities for pupils, staff and visitors with a disability.</p>
<p>Ensure all building works carried out in the school are DDA compliant.</p>	<p>Use of specialists to advise on any alterations and obtain sign-off from building control on any alterations to the building.</p>	<p>Changes to the building have been certified as compliant with DDA regulations.</p>	<p>Ongoing</p>	<p>Improved facilities which have ensured the building meets DDA regulations, for example, Reception Desk.</p>

Optimise the physical working environment for pupils and staff with a disability.	In building improvement works, select lighting and paint schemes to help the visually impaired. Carpeting and use of acoustic panelling to assist staff and pupils with a hearing impairment.	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, staff and visitors 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.

### 3. Action Plan to improve the delivery of information and communication to pupils and parents with a disability

Targets	Strategies	Outcome	Time frame	Goals achieved
Ensure written material is available in alternative formats when required.	Where needed, the School will provide written information in 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.  Diagrams described and material on smartboards is read out loud as required. Copies of slides and diagrams available to pupils.	To ensure effective learning and safety at school.	Ongoing	Delivery of information to pupils with a disability is improved and we are able meet the requirement set out in SEND policy and give tangible examples to parents of how we have ensured pupils with specific learning needs have been supported.

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: e.g. touch screen computers, easy to use keyboards, use of iPads, text to speech software and software to connect words and pictures etc.	Widening of opportunities for learning for pupils with a disability.	Ongoing	Improvements in pupil progress of pupils with a disability.
Ensure that where reasonable and practicable, external communication with pupils, parents and wider community is accessible.	Regular review of the ways in which the School communicates with parents, pupils and staff and ensure that the website or letters sent home consider special arrangements, if required, e.g. braille etc.	Ensure the consistency of correspondence from the School.	Ongoing	Demonstrates the School commitment to the accessibility of information.

#### 4. Action Plan to ensure 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, during their induction and then at regular appraisals what assistance and reasonable adjustments are required for them to carry out their role.	All staff feel they have appropriate access to the support they require in their role.	Ongoing	Positive staff feedback about the School meeting their needs (staff survey data).

Effective use of technology to disseminate information to all staff.	Staff are asked at interview, during their induction and then at regular appraisals what assistance and reasonable adjustments are required for them to carry out their role.	All staff feel they have appropriate access to the support they require in their role.	Ongoing	Positive staff feedback about the School meeting their needs (staff survey data).
Provide staff with the appropriate equipment and resources to ensure delivery of their role is effective.	<p>To provide, as required, physical aids to enable access to the curriculum such as:</p> <ul style="list-style-type: none"> <li>• ICT equipment</li> <li>• enlarged computer screens and keyboards</li> <li>• concept keyboards</li> <li>• voice activated typing programmes</li> <li>• voice recorders</li> <li>• photocopying enlargement facilities</li> <li>• specialist desks and chairs</li> <li>• portable aids for those with motor difficulties</li> <li>• colour overlays for dyslexics</li> </ul>	All staff they have appropriate access to the support they require in their role.	Ongoing	Positive staff feedback about the School meeting their needs (staff survey data).