



Accessibility Policy and 3-Year Accessibility Plan

Person responsible	Director of Finance & Operations (DFO)
Last update	November 2024
Frequency of Review	Annual
Date of last review by Governors	December 2024
Date of next review by Governors	November 2025

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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.

The Accessibility Policy sets out the School's aims:

- To increase the extent to which pupils with a disability can participate in the School's 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 School's education, benefits, facilities or services
- 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 detailed actions for each of these aims are set out in the Accessibility Plan (see Appendix), which will be subject to regular review. In preparing the Accessibility Plan, the Governing Body has taken account of the need to allocate adequate resources for its implementation.

There will be a full review of the Accessibility Plan before each 3 year plan expires.

2. Scope and Application

The Accessibility Policy applies to the whole School including the Early Years Foundation Stage (EYFS) and the Accessibility Plan covers the three-year period stated in the Appendix. There will be a full review triennially each November when a new Plan will be produced to cover the next three years.

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;
- Statutory framework for the Early Years Foundation Stage (2024);
- Education and Skills Act 2008; and
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
- Children Act 1989;
- Childcare Act 2006.

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 School Policies:

- Equity, 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 up to date and compliant with the law and best 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

Task	Allocated to	When / frequency of review
Maintain 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
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 providing reasonable adjustments.

In order to meet the needs of pupils with a disability, the School requires full information. The School asks all applicants to the School 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 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 Equality Act 2010 when such services may be provided as auxiliary aids and services.

7. Training

The School ensures that regular guidance and training in regard to the Policy 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 maintains written records of all staff training.

8. Record Keeping

The information created in connection with the 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 uses personal data.

9. Monitoring and Review

The DFO will regularly monitor and evaluate the effectiveness of the 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 2022/23 – 2024/25

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
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.
Staff understand any additional requirements and prepare for them	Timetabling changes to allow additional time as required Pupil buddy arrangements	Staff confidence in providing appropriate teaching and support for pupils with a disability.	Ongoing	Success and wellbeing of pupils with a disability Pupils with a disability feel positive about school – reviewed in PASS data/BISQ analysis.

Classrooms are organised to enable full participation of pupils with a disability and provision of appropriate learning tools, for example, specialist IT software.	Guidance from specialists when required, for example, the local authority.	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 / BISQ analysis.
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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.

Provide access to Upper Floors and Safe Space if practicable.	<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>	Ability of pupils and staff with a disability to access all areas of the School.	Ongoing	Improved access to facilities.
Provide accessible toilet facilities for pupils, staff and visitors with a disability	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	Clean and accessible toilet facilities for pupils, staff and visitors with a disability.
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.	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 to pupils 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.
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.	Widening of opportunities for learning for pupils with a disability.	Ongoing	Improvements in pupil progress of pupils with a disability.

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).