



Accessibility Plan and Disability Equality Scheme

Three year Period covered by the plan: Sep 2024 – Sept 2026

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body (Directors) has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This act has now been repealed and replaced by the Equality Act 2010. The act still requires provision of the main elements as outlined above to be considered when providing for the education of children with different needs.

This plan sets out the proposals of the Directors of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- To make reasonable adjustments to increase the extent to which disabled pupils can participate in the School curriculum;
- Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated

services (Physical alteration of the present buildings would be deemed an unreasonable adjustment)

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled, to enable them to access the academic curriculum in place.

It is a requirement that the School accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the School will address the priorities identified in the plan.

To be read in conjunction with the school SEND policy

1A: The purpose and direction of the School plan: vision and values

Our Prep and Pre-Prep Schools, referred to in this document as the Prep (Highfield) and Pre-prep (Brookham), is committed to ensuring equal opportunities for any pupil or employee with a Physical disability, /Specific Learning difficulty, to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.

At the School, our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The School:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The School policy on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

DISABILITY DEFINITION

A disabled person includes:

- A visually or hearing impaired person
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other on-going condition such as colitis.

- A person with an autistic spectrum disorder
- A person with Down's syndrome
- A person with dyspraxia and/or ADHD
- A person with dyslexia

This list is not exhaustive but largely represents those children the school is likely to be able to cater for.

Prep & Pre-Prep School Inclusivity:

Our School is not selective, and welcomes all pupils, who can make the most of the opportunities and can flourish in their caring environment, both as a day pupil or as a boarder. The directors and staff are fully committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs (SEN) and learning difficulties are suited to the academic curriculum, are also welcome provided, the Learning Support Department can provide them with the help and support they require.

We consider a child has a Specific/Special Need/disability if he or she:

- Is experiencing significant difficulties achieving his/her learning goals, when compared with that of his/her Peers.
- Has a disability or medical need, which prevents him/her making full use of our educational facilities.
- Experiences significant communication and/or social interaction difficulties
- Presents with persistent emotional and/or behavioural difficulties
- Has English as an additional language and has not yet become fluent in it. (this is dealt with more fully in our EAL Policy)
- Is considered significantly more able in one or more area of the curriculum, or has a specific gift or talent.

As a school we:

- Do not treat disabled pupils less favourably
- Make reasonable adjustments to ensure disabled pupils are not at a substantial disadvantage.

- Draw up plans to show how over time we will increase access to education for disabled pupils. (see appendix 2)
- Comply with the Disability Equality Duty 2010 reasonable adjustments.
- Where reasonable provide auxiliary aids and services to ensure that a disabled pupil is not disadvantaged. Such steps are taken, as is reasonable and are always specific to the needs of the individual.

1B: Information from pupil data and School audits

Prep School

The Prep School, is a well-established Preparatory School with 265 pupils currently on roll. Of these, we have children with identified needs such as Down's Syndrome, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, and hearing loss. The school also has pupils identified with Specific Learning Difficulties such as Dyslexia/Dyspraxia/Dyscalculia/Speech and Language difficulties. We also have pupils without a diagnosed difficulty who are in receipt of Learning Support and/or having support in the classroom.

The Prep School does not presently have any pupils with physical disabilities. However, any adaptations, as could reasonably be made to accommodate the needs of a physically disabled person would be considered should the need arise. This could include a change of lesson location to negate the need for this or other pupils to climb stairs.

Pre Prep

The Pre-Prep is a three form entry Pre-Preparatory School and Nursery School with 197 children currently on roll. We have children with identified needs such as speech and language difficulties/physical disabilities and ASD as well as children with SPLD e.g. Dyslexia and provision is adapted when necessary to enable them to participate fully in school life.

Disability Access and Admission

The admission arrangements for a pupil with disabilities are as follows:

- Extensive liaison would occur in order to take reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are not disabled, in the light of the Equality Act 2010.
- Consideration would be given to ensure that sufficient appropriate support is available to enable equal opportunities for all.
- The School will action any reasonable physical adjustments or provide auxiliary aids and services in line with the “disability discrimination in school provision.”
- All staff will receive appropriate guidance and support to meet the School’s duties to disabled pupils.

Other considerations:

Prep School:

- The main buildings in the Prep School complex are of an older construction; the main building is in excess of 100 years old. As such, the buildings were not designed to accommodate pupils with disabilities. Should the need arise to accommodate a disabled pupil staff will work as flexibly as possible to organise classrooms to enable sufficient access as necessary. Repositioning of the School Nurses and Medical Centre would be considered as an unreasonable adjustment.
- Where new building spaces are created, access for disabled pupils/staff will be incorporated into the plan.
- The Swimming Pool complex is accessible to all, also providing entry to the Sports Hall. The building is also equipped with a wheelchair accessible lavatory.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from School for extended periods, then liaison with parents and relevant personnel from the Health Authority will take place to maintain access to the curriculum as near as possible to that being covered in School. Staff will provide reasonable

support where necessary to aid the pupil to maximise their learning.

Pre Prep:

- Our Pre Prep is a modern School designed to cater for those with physical disabilities. Staff work flexibly to organise classrooms to enable sufficient access as necessary.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from School for extended periods, then liaison with parents and relevant personnel from the Health Authority will take place in order to maintain access to the curriculum as near as possible to that being covered in School. Staff will provide support where necessary to aid the pupil to maximise their learning.

2. The main priorities in the School's plan

Commitment to changing attitudes, explaining how the child's needs will be met in the best possible way and ensuring that staff have all they need to make the process a comfortable one for all concerned.

See Appendix 1 for Pre Prep and Appendix 2 for Prep School.

2A: Increasing the extent to which disabled pupils can participate in the School's curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all Educational Health Care Plan/statemented pupils and others needing this visual reinforcement.
- All Specialist Reports are summarised for staff and strategies for best classroom practice are individualised and provided for each pupil with an identified learning need.
- Through Assemblies, disability awareness is promoted in the curriculum.
- Staff working with pupils with disabilities receive appropriate training.

- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. a named adult will provide 1 to 1 support as necessary.

Current and Future developments

- Use of visual timetables across the School
- Further provision of laptops and iPads for individual pupils where appropriate
- Wider use of prepared visual aids and prompts
- Ensure all specialist recommendations are implemented
- Review of classrooms for hearing impaired children
- Provision of “booths” and other concentration aids

2B: Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

Prep School:

At present we consider the day School is fully accessible to Pupils with disabilities, as the upstairs rooms in the main building and Master’s House would not be used for year groups, which included a physically impaired pupil. The ground floor of the main building is all on one level and therefore accessible

The ground floor of the Master’s House is all on one level and therefore accessible.

Where there are steps into the buildings at certain entry points e.g. access to the Library, and where lips to door frames are present, access would be created using ramps. Where appropriate in the event of a child in the School needing a wheelchair ramps and handrails could be added for support.

The boarding facilities are housed on the first and second floors of the main school and are not at present suitable for pupils requiring wheelchair access.

The San (nurse’s station) is also located on the first floor in the main school and is not at present accessible to pupils requiring wheelchair access.

Pre Prep:

At present we consider that the School is fully accessible to children with disabilities as the upstairs rooms would not be used for year groups which included physically impaired or sight impaired children. The ground floor is all on one level and therefore accessibility should not be a problem. Lips to door frames would be accessed by ramps in the event of a child in the School needing a wheelchair.

Provision of a permanent quiet/sensory area for pupils with disabilities and for other children with a need e.g. nurture/safe place

Future Developments:

- Ensure all classrooms are accessible for wheelchairs and frames
- Ensure that all routes are kept clear of obstacles
- Consider and adapt lunchtime seating arrangements for disabled pupils
- Consider options for boarding facilities at the Prep School
- Ensure all entrances to buildings are accessible for wheelchairs and frames
- Availability of disabled toilets

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

There is the facility to enlarge School documents as necessary. In the case of a visually impaired child attending, we would ensure that all main signage included a Braille version.

Pre Prep Future Developments:

- Visual timetables
- Enlarging print for visually impaired
- Use of Makaton signing and/or picture symbols for pupils with communication difficulties
- Provide large scale reading scheme materials
- Improved provision of lesson notes to assist those who find note-taking challenging.

Prep School Future Developments:

- Enlarging print for visually impaired
- Provide large scale reading scheme materials
- Improved provision of lesson notes to assist those who find note-taking challenging.
- Prep instructions on the school website.
- Increased use of IT software to support speech to text/reader pens
- Use of individual working booths/headphones to support pupils with attention difficulties.

3: Making It Happen

3A: Management, co-ordination and implementation

Lead Responsibilities:

Prep School:

Headteacher: Suzannah Cryer

Deputy Head: Andy Baker

Head of Learning Support (HOLS): Tbc

Estate Manager: Kai Timmermann

Pre-Prep School:

Headteacher: Georgie Hunter

Deputy Head: Kerri Wilkes

Head of Learning Support (HOLS): Georgie Cooke-Priest

Estate Manager: Kai Timmermann

Appendix 1: Pre-Prep School SENDA Accessibility Plan – Physical Access

Focus	Time Frame	Costs	Monitoring	Success Criteria
To provide visual timetables for all classes in an appropriate format.	Ongoing	Paper and Laminating costs only	SMT to check that the timetables are on place in areas of need.	Children successfully using the visual aids
To provide large format materials for any child requiring this aid.	Ongoing. As appropriate for each child in the school. Ensure large print books in library	Large print books and enlarging costs for worksheets etc. where necessary. £500 for large print books	SMT to monitor	Large print books in place in Library and classrooms where we have visually impaired children.
To ensure that all classrooms are appropriate for hearing impaired children. Ensuring that the floors are all carpeted and/or suitable noise acoustic impact, that there are boards on the walls to absorb extraneous noise. Advice to be taken from the authority hearing advisors in the case of each child.	Ongoing.	Costs for extra boards and fitting as required. All floors are already carpeted ensuring that noise from chairs is minimised.	Each member of staff to monitor the noise quality in their classroom and where necessary take advice from the West Sussex hearing service. Ensure that projectors are turned off when not in use.	That all children with hearing difficulties manage well in the classroom setting in line with all the other children.
Where there is need to provide hearing loops for children	Where there is need	To be advised at time	SMT and class teacher to monitor for need	Loop in place and child supported.
To ensure easy access for wheelchairs from outside. To provide ramps at all major entry points for children/ parents in wheelchairs	Ramps are available. Improve wheelchair access in between Prep and Pre-Prep, including Atrium steps – When Courtyard is completed	To be advised.	SMT to monitor once in place	Ramps available for use in case of having a child in a wheelchair at the school.
To provide handrail in both the disabled toilet areas.	As the need requires. There is space in the disabled toilet area if this	Rails costs. Maintenance team to fit.	SMT to monitor	Handrails in place for use by disabled children and adults.

	becomes necessary.			
Access to Dining Room. Currently there are three steps up at both main entrances.	The chapel entrance is used at present which provides flat access to the dining room but takes longer.	No cost to temporary access solution.	KT to review if refurbishing.	Clear access for wheelchairs to dining room from the Pre-Prep (Temporary ramp for Highreach may act as springboard for this - Tbc)
Occupational Therapist to assess all classrooms for advising on optimal seating positions for children with particular needs.	Completed April 2014 and on-going	OT Time costs for review	OT and GH	All children have access to chairs and other aids to ensure a best fit seating arrangement.
To provide non-slip matting for use in practical subjects for use by those with physical disabilities where necessary.	Completed October 2015. Dycem non-slip matting ordered and held in stock in case of need.	To be advised by Occupational Therapist.	HOLS	Matting available in practical subjects.
To investigate lighting levels in classrooms and corridors to ensure comfort of pupils with light sensitivity.	On-going as areas are re-furbished. Day light bulbs to be installed as each classroom updated.	Light survey to be completed and acted upon as advised. Possible fitting of blinds in classrooms where necessary and lighting replaced in corridors.	KT and HOLS	Light levels deemed to be acceptable.
To install disabled toilets between Prep & Pre-prep	As required	To be advised if there is a requirement. It is feasible.	KT	Disabled toilet in place
Appendix 1: Pre-Prep School SENDA Accessibility Plan – Access to the Curriculum				
Focus	Time Frame	Costs	Monitoring	Success Criteria
Children with Needs that can be addressed by	With Immediate Effect.	Costs to be borne by parents other than initial	Head and HOLS to monitor	Children undertaking programmes of

Occupational Therapy To have an OT therapist able to work in school and train LSA's to deliver a programme of exercise through the week.	Develop over a period of time to offer the very best facility we can. INSET provided for staff as part of this process. Ongoing	assessment. Sessions delivered by LSA's free.	effectiveness of programme	therapy and improving their classroom abilities as a result.
To develop and improve upon the facility for working with children with speech and language needs. Work with our Speech Therapist to look at how we can improve what we offer at present.	Develop over a period of time to offer the very best facility we can. INSET provided for staff as part of this process. Ongoing.	Time and Resourcing according to need.	S<, HOLS and Head	Extra support in place for all children with a S&L need.
To continue to develop the Special Needs Department for both Prep & Pre-prep. To review the great progress made over the last year by HOLS in providing a better structure for 1:1 support for our children. Review the timings of lessons, number of specialist teachers etc.	By July 2016 to have reviewed current provision and as part of development plan to have a three year improvement plan in place.	Time for HOLS and head to meet.	HOLS, GH and SMT	Review complete and development plan in place. 3 new designated support rooms, within the school is where we aim to be
Providing "Booths" and other concentration aids to encourage good concentration in class.	Ongoing	Materials and Maintenance team time plus other aids such as ear muffs.	HOLS plus Head	Booths and other aids in use in classrooms.
Use of alternative coloured papers for photocopying for some learners.	Ongoing	To be researched as to whether costs are justified.	HOLS	All or some children using paper of other colours according to need.
Review types of pencils used throughout the school particularly for those with particular needs. Investigate Berol	With Immediate Effect. Variety in place for different needs.	Research best cost effective result	HOLS	Best fit pencils in use.

and Faber Castell
triangular pencils.

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Appendix 2: Prep School SENDA Accessibility Plan - Physical Access

Focus	Time Frame	Costs	Monitoring	Success Criteria
To provide large format materials for any child requiring this aid.	As appropriate for each child in the school.	Large print books and enlarging costs for worksheets etc. where necessary. £500 for large print books	SMT to monitor	Large print books in place in Library and classrooms where we have visually impaired children.
To ensure that all classrooms are appropriate for hearing impaired children. Ensuring that the floors are all carpeted, that there are boards on the walls to absorb extraneous noise. Advice to be taken from the authority hearing advisors in the case of each child.	Ongoing.	All classroom floors (apart from science labs/Art/DT) are already carpeted ensuring that noise from chairs is minimised.	Each member of staff to monitor the noise quality in their classroom and where necessary take advice from the West Sussex hearing service. Ensure that projectors are turned off when not in use.	That all children with hearing difficulties manage well in the classroom setting in line with all the other children.
Where there is need to provide hearing loops for children	Where there is need	To be advised at time	SMT and class teacher to monitor for need	Loop in place and child supported.
To ensure easy access for wheelchairs from outside. To provide ramps at all major entry points for children/ parents in wheelchairs	Ramps are available. There is wheel chair access via the Chapel into the main school building. As buildings are refurbished we will look at improving wheel chair and disabled access.	To be advised.	SMT to monitor once in place	Ramps available for use in case of having a child in a wheelchair at the school. Improvements made when buildings are refurbished.
To provide handrail in the disabled toilet areas.	As the need requires. There is space in the disabled toilet area if this becomes necessary.	Rails costs. Maintenance team to fit.	SMT to monitor	Handrails in place for use by disabled children and adults.

<p>Only disabled toilet currently available is in the Swimming Pool visitors lobby and the Masters House building and there is access through the Chapel entrance to enable wheelchair access to the Master House.</p>	<p>Disabled toilet is quite far away from classrooms in the Main Building.</p>	<p>Option to build new disabled toilet facilities in Main building or close to main entrances – approx. £ 5000 to £ 20,000 depending on options</p>	<p>SC, AB & KT to review</p>	<p>Disabled toilet very close to classrooms in main building.</p>
<p>Access to Main building, Theatre, Dance Drama Studio, Art Block and Dining Room.</p>	<p>Initially we would use the Chapel entrance which provides flat access to the Main building but takes longer to use this route for all access. Ramps to be provided for all areas that require access.</p> <p>To be reviewed when there is a need.</p>	<p>No cost to temporary access solution. In-house costs for maintenance team to provide shallow ramps to overcome lips and steps internally.</p>	<p>KT to advise architect that we need disabled access included in the plans.</p>	<p>Clear access for wheelchairs to rooms and areas.</p>
<p>Access to Boarding Facilities. To provide access to boarding facilities for a disabled child there would need to be a review to look at the requirements – options for the need to install a lift to first and second floors, access around building at each floor level and the installation of disabled toilets and shower facilities at male and female ends of dormitories.</p>		<p>Lift facilities would be in the region of £ 50,000 each and there would be the need to install one at male and female ends. Internal ramps can be built by in-house maintenance team at little cost. Disabled toilets and shower facilities would be in the region of £ 5000 to £ 20,000 depending on location and number required (i.e. male and female)</p>	<p>SC, GH and KT to review as and when required.</p>	<p>Ability to offer full boarding facilities to a disabled child.</p>

Provide orthopedically appropriate desks and seating to support children with weak posture	Investigate feasibility if there is a need.	To be investigated if required	SMT/HOLS	Pupil requiring orthopedically appropriate desk/chair will be provided with one to aid comfort and strengthen core.
To provide non-slip matting for use in practical subjects for use by those with physical disabilities where necessary.	Completed October 2015. Dycem non-slip matting ordered and held in stock in case of need.	To be advised by Occupational Therapist	HOLS	Matting available in practical subjects.
To investigate lighting levels in classrooms and corridors to ensure comfort of pupils with light sensitivity.	Rolling Programme as Rooms are re-furbished.	Light survey to be completed and acted upon as advised. Possible fitting of blinds in classrooms where necessary and lighting replaced in corridors.	KT and HOLS	Light levels deemed to be acceptable.
Devise an Accessibility Plan to be investigated in case of need.	Completed by the end of the Spring term.	To be assessed once plan is devised.	SMT and HOLS	Usable plan in place and actioned should the need arise.

Appendix 2: Prep School SENDA Accessibility Plan – Access to the Curriculum

Focus	Time Frame	Costs	Monitoring	Success Criteria
To identify and support any pupil with a special/specific learning need in a timely manner	On going – identified via assessment/ teacher/parent referral	HOLS time	Ongoing – class teachers/ HOLs	Pupils with a specific need are identified and support is put in place to increase access to the curriculum.
To develop and improve upon the facility for working with children with speech and language needs. Work with our Speech Therapist to look at how we can improve what we offer at present.	Develop over a period of a year to offer the very best facility we can. Develop over a period of time to offer the very best facility we can. INSET provided for staff as part of this process.	Time and Resourcing according to need.	Speech Therapist, HOLs and Head	Extra support in place for all children with a S&L need.
To Provide support for children with Social Communication/Language difficulties	Develop over a period of a year - Social communications group . Place and time indoors and out for structured play	Cost of SaLT time to be costed to parents. HOLS time Teacher/AT/TA time for lunch/breaks	HOLS/HB/SaLT	Pupils with Social communication difficulties will be able to make use of structured playtime and specific social skills group work.
To continue to develop the Learning Support Department for Prep. To review the progress made over the last year by HOLs in providing a better structure for 1:1 support for our children. And the introduction of group support as a first step intervention before transferring to 1:1 support	By July 2020 to have reviewed current provision and as part of development plan to have a three year improvement plan in place.	Time for HOLs and head to meet. Costed to parents (group and 1:1 sessions)	HOLS, SC, HB and SMT	Pupils with need will be identified and offered group support to reinforce maths and literacy skills. For some this will be short term input others may need longer and others may transfer to 1:1 if necessary.

<p>To improve access to the curriculum for children with Specific Learning difficulties.</p> <p>Extra AT/TA's in class to support individual pupils with need</p>	<p>As required</p>	<p>HOLS time</p> <p>At/TA time</p>	<p>HOY/HB/HOD HOLS</p> <p>HOLS/AD</p>	<p>Teachers will use the strategies highlighted in the Pupil summaries to support them in their teaching and planning. Of pupils with SPLD's.</p> <p>Pupil's requiring 1:1 support in the classroom will receive it.</p>
<p>Providing "Booths" and other concentration aids to encourage good concentration in class.</p>	<p>As and when required.</p>	<p>Materials and Maintenance team time plus other aids such as headphones</p>	<p>HOLS plus Head</p>	<p>Booths and other aids in use in classrooms.</p>
<p>Investigate use of alternative coloured papers for photocopying for some learners.</p>	<p>With Immediate Effect. Buff coloured paper is available, as staff require it.</p>	<p>To be researched as to whether costs are justified.</p>	<p>HOLS</p>	<p>All or some children using paper of other colours according to need.</p>

Reviewed in Sept 2024 by KT, GH, SENCO, SC,

Review Date: Sept 2026