

Accessibility Plan

Written by:	SLT (Chaired by SENDCo)	September 2024
Reviewed by:	SLT (Chaired by SENDCo)	September 2024
Approved by:	Trish Watt -Headmistress	September 2024
Governor Approval:	Professor Mark Bailey	September 2024
Next Review Date:	September 2025 (if necessary- this Accessibility Plan is in place until September 2027)	



Eaton Square
Prep School

Accessibility Plan 2024-27

Introductory Statement

Eaton Square Prep School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every student can participate fully in the life of the School.

This Accessibility Plan has been drawn up in and covers the period from September 2024 – 2027 (three school years). The plan will be kept under review during this period and will be revised as necessary. This Accessibility Plan was last reviewed in September 2023.

At Eaton Square Prep School we are committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In order to meet our commitments, Eaton Square Prep School will engage with the School Community for the formulation and review of this Accessibility Plan. This includes engagement with all stakeholders.

The overall responsibility for this Accessibility Plan lies with the School's Governing Body. The Governing Body take an active interest in this Accessibility Plan and are committed to providing the time, funds and expertise required to meet the criteria.

The plan and other relevant policies can be made available in large print or other accessible formats, if required.

Background

Eaton Square Prep School Layout and Facilities

Eaton Square Prep School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School.

The School occupies two sites, one at 55-57 Eccleston Square (the main school building) and one at 32 Lupus Street (The Nest, a nursery site). The main School building has been converted from houses/dwellings into the current setting, within which we educate three Nursery classes, and Reception to Year 6. There is lift provision in the building,

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Assessing Needs

As a part of the Admissions Policy, and because of registration disclosure forms, parents can disclose and outline the nature of an individual child's disability and highlight any reasonable adjustments that may need to be made prior to or during their time at Eaton Square Prep School.

In determining what a reasonable adjustment is, the school will have regard to:

- The financial resources available to the school
- The costs of any alterations to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an EHC plan, or by provision paid for outside the school's resources
- Health and safety requirements
- The interests of other pupils.

Action Plans

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination, positive discrimination, unconscious bias and the potential need to inform attitudes on these matters.

The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policy - Pupils
- Health and Safety Policy
- SEND Policy
- Admissions Policy
- Inclusion Policy
- [Reasonable-adjustments-for-disabled-pupils-May 2022.pdf](#)

All of the above mentioned policies can be viewed here: [Policies Information | Eaton Square Schools](#)

The plan will be monitored by the Headmistress, the Bursar, the Deputy Heads Pastoral and Academic, the SENDCo and Professor Mark Bailey (Nominated Safeguarding Governor). There will be a full review of the plan in September 2027 when a new plan will be produced to cover the next three years to be in line with any new legislation.

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.

To meet the needs of disabled pupils, the School requires full information from parents/carers during the admissions process. 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 (or equivalent medical practitioner's) report or have any physical 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 from the pupil's current School setting (including talking to their current teachers) and be granted access to the required assessments as appropriate. The School will be sensitive to any issues of confidentiality and GDPR (please see the Confidentiality policy for further information).

Aim 1: To increase the extent to which disabled students (including those with Special Educational Needs) can participate in the School's curriculum

Targets	Strategies	Outcome	Timeframe	Cost	Goals achieved (updated termly)
Enable staff to increase their knowledge and understanding of disabled children.	<p>Training of staff.</p> <p>Celebration of famous inspirational people with SEND.</p> <p>Celebration of our staff community with SEND.</p>	<p>Staff confidence in providing appropriate teaching and support for disabled pupils. Flexible approach to disabled pupils.</p> <p>Appropriately differentiated work to account for the different learning needs within a mixed attainment class.</p>	Ongoing	Nil	
Audit of training needs for all staff on SEND issues.	<p>Discussion with Heads and Staff Budget</p> <p>Training – SENDCO to lead staff meetings frequently.</p> <p>Frequent updates to staff</p> <p>SENDCO to audit the need within the school and keep abreast of current legislation and guidance surrounding it and disseminate information to all staff.</p>	<p>More capable LE staff to cater for the LE pupils and to support the teaching staff</p>	Ongoing	Nil	

<p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>	<p>Assess the need of the individual</p> <p>Develop personal risk assessment for all sites</p> <p>Discuss plan with pupil to ensure they are aware.</p> <p>Appoint relevant member of staff to ensure safe evacuation</p> <p>In the event of a fire, pupils with mobility difficulties will be carried out of the building by a member of staff, using the stairs. We will never use the lift in case of fire.</p>	<p>Self-evacuation of buildings</p>	<p>Ongoing, when needed</p>	<p>No cost unless detailed in the PEEP</p>	
<p>Enable staff to increase their knowledge of the 4 different areas of SEND (CL, CI, SEMH, SP) and to increase knowledge of in-class strategies (and the importance to implement them) to help their students on a daily basis.</p>	<p>Regular meetings with teachers and LE staff /SENDco</p> <p>INSET on Graduated Approach to SEND</p>	<p>Staff confidence in providing appropriate teaching and support for disabled pupils. Flexible approach to disabled pupils.</p>	<p>Ongoing</p>	<p>£500</p>	<p>Dukes provide SEND Wednesday Webinars training staff on the whole range of SEND that may present in School (2024-2025)</p>

<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p> <ul style="list-style-type: none"> - Six pupils with 1:1 support (2024) - Three pupils with 1:1 support (2023) 	<p>Identify the needs of the pupil.</p> <p>Ensure they are in suitable size teaching groups.</p> <p>Ensure the qualifications of the staff are suitable for the pupils' needs.</p>	<p>Appropriate support in place.</p> <p>Successful progress made in all areas.</p>	<p>Ongoing</p>	<p>£25.50 per hour – billed to parents</p>	<p>1:1 support withdrawn when no longer required</p>
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<p>To increase the number of Learning Support Assistants per year group, ideally with previous experience in school settings</p> <ul style="list-style-type: none"> - 5 LSAs - 4 Gap year students 	<p>Discussions with SLT</p> <p>Budget</p>	<p>Lower teacher-student ratios, within the classroom</p> <p>Possibility for teachers to personalise the way they deliver lesson/tasks, within their classroom</p> <p>Teachers being able to spend more time on a group of pupils with SEN while completing tasks in a lesson.</p> <p>All pupils in the classroom getting more adult support/guidance, resulting in better outcomes.</p>	<p>Ongoing</p>	<p>Salary costs - (between £0 - £100,000)</p>	
<p>To develop specialist support for handwriting</p>	<p>Review current practises in all Depts</p> <p>Cursive handwriting scheme across all year groups</p> <p>Priorities in early years</p> <p>Resources and budgets – Letter Join</p>	<p>All pupils will be able to access the curriculum</p> <p>All pupils will use cursive script in their work</p>	<p>On going</p>	<p>£500 (inc VAT)</p>	

<p>To develop specialist support for alternatives to handwriting for those students with limited fine motors skills</p> <ul style="list-style-type: none"> - Access to OT support 	<p>Education Consultants to instruct staff on alternative ways to record written information</p> <p>Touch typing support</p> <p>Children using individual devices</p>	<p>Pupils having more tools to overcome physical barriers to their learning, including touch typing.</p>	<p>Ongoing, according to need</p>	<p>Billed to parents (IT - £5000)</p>	
<p>Class Teachers to embed specialist targets (OT, SaLT, Ed Psychs, etc) in the curriculum</p>	<p>LE Staff/ SENDCo meetings with class teachers and others specialist i.e. OT, SaLT</p> <p>Team work: integrated team</p>	<p>Quicker progress in their areas of need, since pupils will be having more chances to practice their skills throughout the day</p>	<p>Ongoing</p>	<p>Nil</p>	
<p>To liaise with Heads of Prep, Pre-Prep, Nursery Schools to review with SEND Policy:</p> <ul style="list-style-type: none"> ▪ Assessment Policy, ▪ Equal Opportunities Policy, ▪ Access Development Plan and future policy, ▪ Behaviour Policy ▪ Complaints Procedure 	<p>Regular meetings to agree on policy for all departments</p>	<p>The SEND policy will cater for all pupils across the school</p>	<p>On-going</p>	<p>Nil</p>	<p>End of year review</p>

<p>Review transition procedures for SEN pupils in the school building. Review transition procedures for SEN pupils to their senior schools.</p>	<p>Discussion and all paperwork to be disseminated between SENCOs and class teachers</p>	<p>Smother transitions between year groups and departments Better tracking of SEN pupils between departments</p>	<p>Ongoing</p>		
<p>To ensure parents feel supported and informed in SEND.</p>	<p>SENDCo to train staff in how to communicate with parents relating to concern about SEND SENDCo to make links with parents who have children with SEND and offer support and guidance.</p>	<p>Better communication between staff and parents regarding SEND Parents feel supported and properly communicated with.</p>	<p>Annual review</p>	<p>£100 for coffee mornings</p>	

Develop ICT in department to keep up date, improve communication and save time	<p>Agree on budget with Heads</p> <p>Introduce Internet to SEN/LE Department</p> <p>INSET on good sites/programmes</p> <p>Network SEN/LE department</p> <p>Research tablets and their use</p>	<p>Better access to the curriculum</p> <p>Ability for SEN pupils to record written word</p> <p>SEN pupils accessing learning in a multisensory way</p> <p>IDL Literacy intervention – Software based, from December 2021</p>	<p>Jan 2020 and on-going</p> <p>February 2022 and ongoing</p>	£2000	
Science lab					

Aim 2: Improving access to the physical environment

Targets	Strategies	Outcome	Timeframe	Cost	Goals achieved (updated termly)
<p>Ensure that, where possible, access routes for disabled pupils and visitors enable them to access the ground floor of the School building.</p> <p>Lifts operational in 55 – 57 Eccleston Square.</p> <p>Hallways to be clear at all times.</p>	<p>Ramp in place at front door to enable wheelchair access to the building. Once inside the building there is clear space on the ground floor to move around plus access to toilets and lift for upper floors.</p>	<p>Minimum of one accessible entrance.</p>	On-going	£1000	

Enable disabled pupils and visitors to park within reasonable distance of the School.	Inform all pre visit where they can park and access arrangements.	Parking for disabled people achieved.	On-going	£200	
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Aim 3: Improving access to information

Targets	Strategies	Outcome	Timeframe	Cost	Goals achieved
<p>Ensuring availability of written material in alternative formats.</p> <ul style="list-style-type: none"> - 1 child uses a bigger font and an iPad to magnify text and put it into black background and white font due to visual impairment - Dyslexia friendly fonts - Coloured paper - Coloured overlays 	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats, e.g. braille, large fonts, different home languages, alternative coloured backgrounds .	September 2021	£500	
Audit LE resources in classrooms and order extra resources as needed	Document resources and needs Budget	Better resources for the department in order to successful meet the needs of the LE pupils	April 2015	£2000	

To develop links with other schools: Nursery, Pre-Prep, Prep, schools, Senior ,Public schools and Specialists schools	West London SENCO meetings Liaise with local schools Visit schools and develop relationships Time allocation 1S Cluster Groups	Better understanding of the wider community and the needs for pupils	Sep 2019 Review Sep 2021	£250	
Provision of written materials in different formats such as coloured paper, dyslexia friendly fonts, dyslexia presentation - 11 children on SEND register with Dyslexia diagnosis / dyslexic traits	Engage with parents/pupils and staff for best provision 1:1 sessions provided by the LE team	Improved accessibility for children with dyslexia	Annual review	£100	

Targets	Strategies	Outcome	Timeframe	Cost	Goals achieved (updated termly)
To update SEN policy to comply with all SEND documents	SENCO/HLE to complete To write development plan including time allocation. Then update Policy	Policy will be in line with government expectations and ready for inspection	Annual review	Nil	

To continue to monitor new policy documents	INSET Discuss with Heads List responsibilities	Staff will be trained and updates continually added	Ongoing	£100	
To update the role of SENCO in compliance with SEND	Annual review from September 2020	The LE programme will run more smoothly	Ongoing	Nil	
To liaise with Heads over More Able children's needs.	Consult with National Association for Able Children in Education to develop a policy and a whole-school approach to identify and support more able pupils Budget	All pupils (including more able) will be catered for Policy/plan will be communicated to staff, parents/guardians and pupils	Ongoing	£500	

Review record keeping for the needs and provision of children with SEND or LE	To look into the most effective method of maintaining records for LE pupils (e.g. outsourcing record keeping to a specific SEND app – like LPS use)	The new system will be more assessable and easier to maintain	Ongoing	£2000	
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