



BRANWOOD PREPARATORY SCHOOL

ACCESSIBILITY PLAN 2021-2024

Version	1	2	3	4	
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Policy seen by Governor on (date / signature)	Mrs Wilcox (CoG)	Mrs Wilcox (CoG)	Mrs Wilcox (CoG)		
Date of next review	September 2019	September 2021	September 2024	September 2025	

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

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1.0 Rationale

1.1 This Accessibility Plan has been prepared to meet the School's responsibilities under:

- Equality Act 2010.
- Education (Independent School Standards) Regulations 2020.
- Statutory framework for the Early Years Foundation Stage (DfE, March 2017).
- Education and Skills Act 2008 and
- Data Protection Act 2018 and General Data Protection Regulation (GDPR).

1.2 This Accessibility Plan has regard to the following guidance and advice:

- 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).

1.3 This Accessibility Plan will be reviewed over a three-year period. Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The Equality Duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

1.4 Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1.5 According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.6 This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

1.7 Branwood Preparatory School is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are

committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the school.

1.8 This Accessibility Plan sets out the proposals of the Trustees and Governing Body of the school to increase access to education for disabled pupils in these three areas, increasing the extent to which disabled pupils can participate in the school curriculum.

- a) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- b) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

1.9 Branwood Preparatory School has adopted this accessibility plan in line with the school's **special educational needs and disability policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Please refer to our **special educational needs and disability policy** for an outline of our full provision to support pupils with SEND.

2.0 Definition

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

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

3.0 The School's Context

3.1 Branwood Preparatory School is an independent school for boys and girls age range 3 – 11 years. The school comprises of two buildings, one a single storey and the other of a two-storey construction.

4.0 Aims

Our main aim is to increase the extent to which all pupils at Branwood can participate in the whole school curriculum.

4.1 Branwood Preparatory School staff, governors, and trustees endeavour to:

- embrace a partnership between the school and home
- offer to each member the opportunity to grow in knowledge fostered through Christian values and guidance
- ensure that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed, or ability
- ensure that children will be helped to appreciate that they are members of the wider community in its richness and diversity

- ensure that respect is encouraged, with particular regard to the protected characteristics under the Equality Act 2010
- provide a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes, and values
- Ensure that the needs of our pupils, staff and community are met
- Ensure that our pupils are able to join in with all the activities of the school
- To ensure that all pupils make the best possible progress
- To ensure that parents/carers are informed of child's progress and that there is effective communication between parents and school

4.2 The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- The Board and Executive Committee
- Headteacher
- SENDCo team (SENDCo and deputy SENDCo)
- Early Years and Key Stage one coordinator
- Bursar
- Groundsman

4.3 Admissions

Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

4.4 Existing Pupils

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

4.5 Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a

doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

4.6 Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

4.7 Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil, parent or staff member. Such adjustments may include (but not limited to):

- Installing low gradient ramps for easy access on the ground floor;
- Allocating a classroom on the ground floor;
- Specialist seating or any other relevant classroom resources or equipment.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of pupils, staff and visitors.

5.0 Action Plans – see Appendix 1.

The main priorities in the school's plan are:

5.1 Increasing the extent to which disabled pupils can participate in the school curriculum.

5.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (This is under constant review, particularly when the need arises.)

5.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

6.0 Making it Happen

6.1 Management, coordination, and implementation

- This plan is to be considered by the Headteacher, Trustees and Governing body. Any necessary amendments will be made prior to final approval by them.
- It will be reviewed periodically and if the need arises prior to review an action plan for work to be carried out would be drawn up for approval.
- Our plan is a cohesive part of the running of our school and forms part of our day-to-day plan in moving forward.
- Other policies which are relevant are the curriculum policy, admissions policy, health and safety policy and the Special Educational Needs Policy.
- It is the duty of the Headteacher to implement the plan and ensure all staff are familiar with its contents.

6.2 Getting hold of this accessibility plan

- This plan will be available from the school office and will be available in large print if requested.
- The plan will be posted on our school website.

6.3 Personal Information

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (2018).

Appendix 1 - Action Plan 2021-2024

Targets	Strategies to Implement 2021-2022	Strategies to Implement 2022-2023	Strategies to Implement 2023-2024	Person Responsible
To gather information in order to maintain the monitoring system to support pupils with a special educational need or disability	<p>Maintain a register of SEND children – Termly</p> <p>To monitor patterns of attendance Termly</p> <p>To record pupil achievements - termly</p>	<p>Maintain a register of SEND children – Termly</p> <p>To monitor patterns of attendance Termly</p> <p>To record pupil achievements - termly</p>	<p>Maintain a register of SEND children – Termly</p> <p>To monitor patterns of attendance Termly</p> <p>To record pupil achievements - termly</p>	<p>SENDCo</p> <p>SMT</p> <p>Form Teachers</p>
To increase the extent to which disabled pupils can participate in the school curriculum	<p>To review regularly disabled pupils' access to all areas of the curriculum.</p> <p>To continue to maintain full access arrangements for any disabled children or adults as the need arises.</p> <p>To ensure appropriate equipment and resources are available i.e., special seating, desk provision or work adapted to suit (e.g., extra-large print or coloured paper) at the start of the year or when required</p> <p>To differentiate work accordingly and review planning folders Termly</p>	<p>To review regularly disabled pupils' access to all areas of the curriculum. Review clubs timetable</p> <p>To continue to maintain full access arrangements for any disabled children or adults as the need arises.</p> <p>To ensure appropriate equipment and resources are available i.e., special seating, desk provision or work adapted to suit (e.g., extra-large print or coloured paper) at the start of the year or when required. Pictorial signage within the school.</p> <p>To differentiate work accordingly and review planning folders Termly</p>	<p>To review regularly disabled pupils' access to all areas of the curriculum.</p> <p>To continue to maintain full access arrangements for any disabled children or adults as the need arises.</p> <p>To ensure appropriate equipment and resources are available i.e., special seating, desk provision or work adapted to suit (e.g., extra-large print or coloured paper) at the start of the year or when required</p> <p>To differentiate work accordingly and review planning folders Termly</p>	<p>SENDCo & form teacher</p> <p>SENDCo & SMT</p> <p>Form Teacher & SENDCo</p> <p>Form Teacher</p>

	To foster close links with local secondary schools, regarding all issues prior to children transferring. This would include discussions about accessibility issues at the end of the school year	To foster close links with local secondary schools, regarding all issues prior to children transferring. This would include discussions about accessibility issues at the end of the school year	To foster close links with local secondary schools, regarding all issues prior to children transferring. This would include discussions about accessibility issues at the end of the school year	Form Teacher & Head
	To follow each child's IEP or play plan - ongoing	To follow each child's IEP or play plan - ongoing	To follow each child's IEP or play plan - ongoing	SENDCo and Form Teachers
	To work alongside specialists such as Educational Psychologists, Speech and Language Therapists, Occupational therapists etc – on-going.	To work alongside specialists such as Educational Psychologists, Speech and Language Therapists, Occupational therapists etc – on-going.	To work alongside specialists such as Educational Psychologists, Speech and Language Therapists, Occupational therapists etc – on-going.	SENDCo and Form Teachers
	To provide extra time during exams if required. November and June.	To provide extra time during exams if required. November and June.	To provide extra time during exams if required. November and June.	Form Teachers
	To ensure that staff are first aid trained - Annually	To ensure that staff are first aid trained - Annually	To ensure that staff are first aid trained - Annually	SMT
	To regularly review policies concerning bullying. Annually	To regularly review policies concerning bullying. Annually	To regularly review policies concerning bullying. Annually	SMT
	To encourage all pupils to take part in music, PE, and language lessons. On-going	To encourage all pupils to take part in music, PE, and language lessons. On-going	To encourage all pupils to take part in music, PE, and language lessons. On-going	Form Teacher and Subject Leads
	To include all children in school trips, special events and extra-curricular activities. On-going	To include all children in school trips, special events and extra-curricular activities. On-going	To include all children in school trips, special events and extra-curricular activities. On-going	Form Teacher

	<p>To liaise with our SENDCo team regarding pupil concerns. On-going</p> <p>To provide INSET arrangements for staff training on specific needs as they arise.</p> <p>To ensure that CPD and staff meeting times allow staff the capacity to review and re-design curriculum when needed.</p> <p>To train a Mental Health first aider and Mental Health Champion</p> <p>To ensure that out of school activities are planned to ensure the participation of all pupils. All activities are risk assessed and resources adapted as necessary. On-going</p> <p>To ensure that children new to English acquire functioning English rapidly. Organisation of staffing to ensure that all needs are met (refer to EAL policy). On-going</p> <p>To ensure that all pupils are prepared for the next stage of education through effective transition arrangements. On-going</p>	<p>To liaise with our SENDCo team regarding pupil concerns. On-going</p> <p>To provide INSET arrangements for staff training on specific needs as they arise.</p> <p>To ensure that CPD and staff meeting times allow staff the capacity to review and re-design curriculum when needed.</p> <p>To ensure that out of school activities are planned to ensure the participation of all pupils. All activities are risk assessed and resources adapted as necessary. On-going</p> <p>To ensure that children new to English acquire functioning English rapidly. Organisation of staffing to ensure that all needs are met (refer to EAL policy). On-going</p> <p>To ensure that all pupils are prepared for the next stage of education through effective transition arrangements. On-going</p>	<p>To liaise with our SENDCo team regarding pupil concerns. On-going</p> <p>To provide INSET arrangements for staff training on specific needs as they arise.</p> <p>To ensure that CPD and staff meeting times allow staff the capacity to review and re-design curriculum when needed.</p> <p>To ensure that out of school activities are planned to ensure the participation of all pupils. All activities are risk assessed and resources adapted as necessary. On-going</p> <p>To ensure that children new to English acquire functioning English rapidly. Organisation of staffing to ensure that all needs are met (refer to EAL policy). On-going</p> <p>To ensure that all pupils are prepared for the next stage of education through effective transition arrangements. On-going</p>	<p>SENDCo</p> <p>SMT</p> <p>SMT</p> <p>SMT</p> <p>SMT and Form Teachers</p> <p>SENDCo</p> <p>Form Teachers and SENDCo</p>
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	<p>To ensure the school develops children’s awareness of disability by ensuring that there are some learning resources that show positive examples of people with disabilities in a positive light. On-going</p> <p>To begin wellbeing sessions within school On-going</p> <p>To introduce the new whole school SCARF PSHEE programme.</p>	<p>To ensure the school develops children’s awareness of disability by ensuring that there are some learning resources that show positive examples of people with disabilities in a positive light. On-going</p> <p>To continue wellbeing sessions within school On-going</p> <p>To consider changing paper and IWB background to cream</p>	<p>To ensure the school develops children’s awareness of disability by ensuring that there are some learning resources that show positive examples of people with disabilities in a positive light. On-going</p> <p>To continue wellbeing sessions within school On-going</p> <p>To consider applying for dyslexia friendly status.</p>	<p>SMT</p> <p>Mental Health First Aider and Mental Health Champion</p> <p>Curriculum Lead</p> <p>SMT and SENDCo</p> <p>SMT and SENDCo</p>
<p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (This is under constant review, particularly when the need arises.)</p>	<p>To seek information on the needs of the users and pupils on-going</p> <p>To create access plans for individual disabled pupils as part of the Care Plan process when required. On-going</p> <p>To be aware of staff, governors and parent/carers access needs and meet as appropriate. On-going</p>	<p>To seek information on the needs of the users and pupils on-going</p> <p>To create access plans for individual disabled pupils as part of the Care Plan process when required. On-going</p> <p>To be aware of staff, governors and parent/carers access needs and meet as appropriate. On-going</p>	<p>To seek information on the needs of the users and pupils on-going</p> <p>To create access plans for individual disabled pupils as part of the Care Plan process when required. On-going</p> <p>To be aware of staff, governors and parent/carers access needs and meet as appropriate. On-going</p>	<p>SENDCo</p> <p>SENDCo and Form Teachers</p> <p>SMT</p>

	To consider access needs during recruitment process. On-going	To consider access needs during recruitment process. On-going	To consider access needs during recruitment process. On-going	SMT
	To ensure all steps and hazards are highlighted in yellow to prevent Health and Safety issues/trip hazards and these are regularly repainted. On-going	To ensure all steps and hazards are highlighted in yellow to prevent Health and Safety issues/trip hazards and these are regularly repainted. On-going	To ensure all steps and hazards are highlighted in yellow to prevent Health and Safety issues/trip hazards and these are regularly repainted. On-going	Groundsman
	To ensure that the visitors/disabled access in the carpark is available when required. On-going	To ensure that the visitors/disabled access in the carpark is available when required. On-going	To ensure that the visitors/disabled access in the carpark is available when required. On-going	Groundsman
	To ensure that the doorbell at reception is working for disabled access for adults during the day. On-going	To ensure that the doorbell at reception is working for disabled access for adults during the day. On-going	To ensure that the doorbell at reception is working for disabled access for adults during the day. On-going	Groundsman
	To ensure that the ramp outside the dining room entrance is accessible. On-going	To ensure that the ramp outside the dining room entrance is accessible. On-going	To ensure that the ramp outside the dining room entrance is accessible. On-going	Groundsman
	To ensure that there is access to the disabled toilet facilities in KG1. On-going	To ensure that there is access to the disabled toilet facilities in KG1. On-going	To ensure that there is access to the disabled toilet facilities in KG1. On-going	SMT
	To provide an appropriate timetable for students who temporarily need respite. On-going	To provide an appropriate timetable for students who temporarily need respite. On-going	To provide an appropriate timetable for students who temporarily need respite. On-going	Groundsman
	To ensure that the new lighting in classrooms is working correctly.			Groundsman

	<p>To ensure that all fire escape routes are suitable for all. On-going</p> <p>To review all health & safety policies and share with staff in staff meeting.</p> <p>To review the School Building and implement a five year improvement plan to include accessibility and more areas for staff and pupils to have access to when required. (currently pupils or staff with any anxiety may use the heads office as required)</p>	<p>To ensure that all fire escape routes are suitable for all. On-going</p> <p>To review all health & safety policies and share with staff in staff meeting.</p> <p>To review access to school buildings to ensure it is user friendly.</p> <p>To begin to implement 5 year school building improvement plan</p>	<p>To ensure that all fire escape routes are suitable for all. On-going</p> <p>To review all health & safety policies and share with staff in staff meeting.</p> <p>To review access to school buildings to ensure it is user friendly.</p> <p>To continue to implement 5 year school building improvement plan</p>	<p>Groundsman, Form Teachers and SMT</p> <p>Groundsman</p> <p>Groundsman and SMT</p> <p>SMT & Governing Body</p>
<p>Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.</p>	<p>To update the school website regularly with communications including the Branwood Bugle. On-going</p> <p>To follow advice and support from appropriate agencies to ensure that all information was accessible to disabled pupils. As required</p> <p>To provide appropriate resources e.g., larger font sheets, over lays, different coloured paper, iPads etc if required. As required</p>	<p>To update the school website regularly with communications including the Branwood Bugle. On-going</p> <p>To follow advice and support from appropriate agencies to ensure that all information was accessible to disabled pupils. As required</p> <p>To provide appropriate resources e.g., larger font sheets, over lays, different coloured paper, iPads etc if required. As required</p>	<p>To update the school website regularly with communications including the Branwood Bugle. On-going</p> <p>To follow advice and support from appropriate agencies to ensure that all information was accessible to disabled pupils. As required</p> <p>To provide appropriate resources e.g., larger font sheets, over lays, different coloured paper, iPads etc if required. As required</p>	<p>Marketing Manager</p> <p>SMT</p> <p>Form Teachers and SENDCo</p>

	<p>To ensure that every effort has been made to have a clear understanding of the adjustments required and the methods of achieving them. As required</p> <p>To continue to improve parental/carer engagement through parents' evenings, courses, and other learning/community engagement opportunities. Twice a year or more if required</p>	<p>To ensure that every effort has been made to have a clear understanding of the adjustments required and the methods of achieving them. As required</p> <p>To continue to improve parental/carer engagement through parents' evenings, courses, and other learning/community engagement opportunities. Twice a year or more if required</p>	<p>To ensure that every effort has been made to have a clear understanding of the adjustments required and the methods of achieving them. As required</p> <p>To continue to improve parental/carer engagement through parents' evenings, courses, and other learning/community engagement opportunities. Twice a year or more if required</p>	<p>SMT, SENDCo and Form Teachers</p> <p>SMT, SENDCo and Form Teachers</p>
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