



# **Clarendon Cottage Preparatory School**

## **Accessibility Policy & Plan**

**2025 – 2028**

Written by: Emily Bagnall – September 2025  
To be reviewed – September 2026

Our statutory responsibilities and the purpose of this plan are to over time increase accessibility for disabled pupils. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

### **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal everyday activities.

### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education. This plan has been drawn up in compliance with the current legislation and requirements as specified in The Disability Equality Scheme (2005) and Schedule 10 of the Equality Act (2010), which relates to disability. Schools are required to ensure that an accessibility plan is resourced, implemented and reviewed every 3 years. The accessibility strategies must be in writing and schools must make it publicly available by publishing them on the school website. The school's complaints procedure covers the accessibility plan. The plan will be monitored through the curriculum and at the relevant Directors meetings. The plan will also be monitored by ISI as part of the inspection cycle.

We acknowledge that there is a need for on-going awareness and training for staff and Directors in disability discrimination.

### **What does an accessibility plan set out to do?**

An accessibility plan sets out the school's intentions to plan for:

- Increased access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum, such as participation in after-school clubs, leisure and cultural activities as well as school visits.
- Improved access to the physical environment of school. This will include making improvements to the physical environment of school and physical aids to access education.
- Improved delivery of written information to disabled pupils. This will include ensuring that written information provided by school to its pupils is fully available to disabled pupils. Written documents such as timetables and information about school event should take account of pupils' disabilities.

### **What does Clarendon Cottage Preparatory School set out to do?**

At Clarendon we are committed to working together to provide an inspirational and exciting learning environment where all children can develop enthusiasm for life-long learning. We believe children should be happy, safe and valued so that they gain a respectful, caring attitude towards one another and the environment.

We will seek to treat all stakeholders of our school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, therefore allowing them to learn, achieve and participate full in school life. The school is active in promoting positive attitudes to disabled people and planning to increase access to education for all disabled pupils. We are continually looking for ways to develop our accessibility through communicating with everyone in our community and acting on feedback.

### **Contextual Information – school premises**

Clarendon Cottage Preparatory School is set in an old Victorian building – based over two floors. There is a single central staircase that accesses the upper floor and there is not the feasibility of a lift at this given time.

Both the main and EYFS playgrounds are accessible by wheelchair and there is a ramp that access the lower floor of our school.

There is on-site parking at request for staff and visitors who may have a disability. However, most disabled visitors tend to use the Blue Badge parking and park directly outside the front entrance to school to access the ramp.

There is 1 disabled toilet facility on site on the ground floor.

### **Contextual Information – school premises**

- Parent and wider family members requiring wheelchair access to the lower floor of school
- Children diagnosed with ASD/ADHD/AuHDH/Language Disorder and many varied additional learning needs
- Children with food allergies and intolerances
- Children with sensory processing requirements
- Children with inhalers
- Staff member with Epilepsy

When children enter school with specific needs or disabilities, school will always seek out appropriate advice and support. This may sometimes be from external agencies but will always include views from the child and their parents.

All medical information is collated and shared at staff meetings with all school staff. A list of children on individual medical plans, details of children with allergies or needing specialist diets/inhalers etc is kept in the office and made known to all staff. Any medical plans are kept in children's individual files in the office.

Medical plans are completed in conjunction with parents and sometimes with healthcare professionals. All medication taken in school is recorded. Medications and EpiPens are kept in a locked medicine tin within the appropriate sick room or office. Medicines are not to be administered without a signed medicines form.

A list of First Aiders and their qualifications can be found in the school office and displayed in multiple public places around school.

**Clarendon Cottage Preparatory School Accessibility Plan**

<b>Targets</b>	<b>Strategy/Objective</b>	<b>Outcome/Success Criteria</b>	<b>Timeframe &amp; Responsibility</b>
<b>Equality &amp; Inclusion</b>			
To ensure that Accessibility Plan is reviewed by H&S Committee and added to records Audit	Add to H&S agenda for Tour at CCPS site.	Adhere to legislation Progress on the plan to be reviewed annually	Annually HT H&S Committee
To improve staff awareness of disability issues	Review staff training needs Provide training for members of the school community as appropriate Maintain a training log to the above effect	All staff aware of issues and the best way to improve accessibility School to be effective in meeting the needs of tis pupils, parents and community	On-going SENDCo Directors
To ensure school policies reflect disability access and inclusion in their core messaging	Ensured during review/design of policies	Policies reflect current legislation	On-going HT & SENDCo Directors
To promote and create positive images of disability around the environment and through the curriculum	Invite disabled visitors into school to speak in assembly about their disabilities and achievements Ensure resources used in lessons and around school are diverse and inclusive and reflect disability in a positive light	Children will grow into adults having an understanding of the needs of disabled people and seeing this as the norm. Children will treat those with disabilities with respect and will respect that they can be independent.	On-going through PSHE curriculum monitoring, resource checking & assemblies HT SENDCo
<b>Physical Environment</b>			
<p><b>Current Good Practice:</b>                      The environment is adapted to the needs of the pupils as required – including ramps, disabled toilet facilities and adaptation to spaces where events take place to ensure participation.                      Being an old school building, doorways are an ongoing consideration – however, any modern work is always done with this in mind.                      Dining areas are spacious and accessible for all children with SEND. We have out adaptations in place for a child with sensory needs to ensure that they are not overwhelmed.                      Downstairs classrooms are accessible and all furniture is free standing and can be moved to adapt the space to any disability need. School would aim to rotate any classes necessary to facilitate access to downstairs rooms as need required for a disabled child.                      School is adaptive in practice to support need – working individually with families to ensure we can offer support, learn from experiences and improve the situation.                      Any function spaces hired for PTFA events are wheelchair friendly.</p>			
<b>Targets</b>	<b>Strategy/Objective</b>	<b>Outcome/Success Criteria</b>	<b>Timeframe &amp; Responsibility</b>

To ensure that the school buildings and grounds are accessible for all children and adults wherever possible and continue to improve access to the school's physical environment by all	Audit of accessibility of school and grounds by H&S committee. Suggest actions and implement as budget and need allows/requires. Monitor for ongoing changes and new needs.	Modifications will be made to the school building as needs arise.	On-going Directors & H&S Committee
To consider what transport would look like for a disabled child accessing sports provision off-site	Create accessibility reports for the sites we currently use in order to have this information ready as required and/or swap venues to provide a wider accessible offering.	A document outlining the wider facility offering we provide for disabled pupils and a plan to transport pupils as required.	On-going HT & H&S
To improve outdoor areas in school grounds – consider accessibility of Forest School	To consider carefully the types of playground equipment that is provided for play and socialising	To continue adding to small equipment accessible for pupils with disabilities as need arises. To ensure any steps/drops are clearly marked on the nose with paint.	Ongoing HT H&S Committee
To ensure school carpark, paths and roads around school are as safe as possible.	Regular H&S audits by Committee, HT & Directors. Ensure any Individual plans for evacuation are reviewed annually by SENDCo & HT	Children with disabilities will have a safe place to learn that they can access without hazard	On-going HT H&S Directors
To improve disability access to the rear of the building from the carpark	Explore option of a ramp at the back door/a removable ramp to be accessed as required	Disabled people will be able to access school directly from the carpark rather than having to go around to the front from the carpark	On-going HT H&S Directors
<b>Curriculum</b>			
<p><b>Current Good Practice:</b></p> <p>Targets are effectively set for all children, including those with SEND  Children with SEND have personalised termly targets set and reviewed as part of their IEPs.  Ensuring that progress of SEND pupils does not fall behind accepted progress of non-SEND pupils – tracking all pupils attainment and progress carefully.  Utilisation of IDL to support children with Dyslexia.  Informal assessments are undertaken by teachers as part of day-to-day provision.  Formal pupil progress reviews are undertaken termly.  A scaffolded curriculum is offered to all, ensuring support and challenge.  School staff receive ongoing support and training into high quality teaching, neuro-diverse classrooms and engagement through INSET days and staff meetings.  All children are able to access clubs, trips and residential visits.  The curriculum and wider curriculum is inclusive for all.  The SENDCos review the needs of the children, makes observations, provides suggestions and training to make the curriculum as accessible as possible. This ensures all staff are in the best possible position to modify and provide a curriculum that all children can access.</p>			

School seek advice from specialist services when necessary to ensure individual children are receiving the best possible curriculum.			
Targets	Strategy/Objective	Outcome/Success Criteria	Timeframe & Responsibility
To continue providing specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. laptops, specialist pens, writing slopes, pencil grips, wobble cushions – taking advice from Occupational Therapists services as needed	Children will use equipment effectively to develop independent learning Lessons start on time with adjustments already in place to accommodate the needs of individual pupils.	Termly SENDCo HT Parents
To meet the needs of individuals during KS1 & KS2 tests	Children will be assessed in accordance with regular classroom practice, curriculum, additional time, modified tests, scribes etc.	Barriers to learning and the testing administration will be reduced or removed, enabling children to perform and reach their potential in the tests.	Termly SENDCo Class Teacher Assessment Lead
To monitor and review the attainment of all pupils with SEND	Pupil progress meetings with SENDCo & Class Teachers Scrutiny of assessment data Analysis of interventions for efficacy	Progress made against individual targets on IEPs – clear progress of SEND pupils Attainment and progress of pupils with SEND in line with national averages	Termly SENDCo Class Teacher Assessment Lead Directors
Written/Other Information			
<p><b>Current Good Practice:</b>            Use a range of communication methods to ensure information is as accessible as possible- e can provide information on paper (with larger fonts/coloured paper), incorporation of visual elements for understanding etc. We also ensure that fonts used are clear for children to read and at times information is chunked to ensure there is not cognitive overload. At times we also give children bullet points of how to complete tasks to ensure they can access the learning independently.            Children's records provide enough information to raise awareness of their needs. There are GDPR compliant and stored securely.            Medical records are updated annually (more regularly if required).            Awareness raised regarding individual needs at staff meetings as required.            Relevant information displayed in the staffroom and during meetings ensures that everyone in school is aware of children who have additional needs.            Written correspondence is shared via the school website, physical letters, Tapestry and Class Charts.            Language translation is used where necessary to aid communication and understanding.</p>			
Targets	Strategy/Objective	Outcome/Success Criteria	Timeframe & Responsibility
To ensure that all parents and other members of the school community can access information easily.	Written information to be provided in different sized fonts as required – always provide a digital copy for parents.	School is able to provide written information in different formats when requested for individual purposes.	As needed. Office staff HT Directors

	<p>Font size and page layouts to support children with visual impairments.</p> <p>Telephone conversations always possible with family members.</p> <p>Face to face communication is always possible.</p> <p>Annual parent questionnaire to ask about satisfaction of communication and information sharing – to include comments for disability access.</p>	<p>Parents and carers feel satisfied with range of communication.</p>	
<p>To ensure that parents who are unable to attend school because of disability can access important events</p>	<p>Staff to hold parents' evenings by phone/Google Classroom, send home reports with child.</p> <p>Main events such as sports days and shows to be recorded as needed and sent home.</p>	<p>Parents feel included and informed regarding children's progress and participation in events.</p>	<p>Termly</p> <p>Teachers</p> <p>Office staff</p> <p>HT</p>