Kew Green Preparatory School

Accessibility Plan 2023 - 2026

1. Introduction

Kew Green Preparatory School (KGPS) is committed to ensuring that all pupils, staff, parents and visitors - regardless of disability or learning needs - have equal access to education, facilities and information.
We have high expectations for every pupil and strive to ensure that all can participate fully in school life. We value the diversity of our community and celebrate inclusion as central to our ethos.
This plan is drawn up in compliance with:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- The Children and Families Act (2014)

The Equality Act defines a disability as:
"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."
This plan covers all three statutory strands of accessibility planning:

1. Improving access to the curriculum
2. Improving access to the physical environment
3. Improving access to information

The plan will be:

- Reviewed annually by the Headteacher, SENDCo, and Director of Studies
- Evaluated by the Board of Directors
- Published on the school website

2. Responsibilities

- Headteacher: overall responsibility for compliance and delivery
- SENDCo: oversight of curriculum access, pupil progress, and staff training
- Director of Studies: quality assurance of teaching and learning strategies
- Director of Estates & Site Manager: physical environment and H&S accessibility
- Board of Directors: monitoring, accountability and resource allocation

3. Accessibility Priorities 2023–2026

Physical environment:

Accessibility in certain areas of the School is constrained by the layout of the buildings. It is the School's policy to provide access to every area of the site where this is possible. There are accessible toilets on the Lower Ground Floor of the school. Currently, only the Lower Ground Floor can be accessed by a ramp. Access may be gained here to the school hall, toilets, a classroom (currently the ICT Suite) and the music room (also a potential 'general' classroom, if required). Much of our PE/Games facility is off site at professional sports venues and therefore accessible for those with disabilities.

In other areas of the school, certain reasonable adjustments can be made to accommodate pupils or members of staff with disabilities.

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Access to the Curriculum:

The Director of Studies works with the Progress Centre (SEND department) to ensure that pupils are able to participate in the school's curriculum regardless of SEND. If notified of a pupil's specific needs, adjustments can be made to increase a pupil's participation. Advice will be sought from any specialists working with the pupil to ensure participation is appropriate and as full as possible.

Access to Information:

The school aims to improve the delivery of information to disabled pupils and those with SEND, by considering the needs of individual pupils and tailoring provision accordingly. Cases are looked at on an individual basis according to need.

The SEND Act 2001, also known as SENDA, extended the Disability Discrimination Act 1995 (DDA) to cover education.

Improving access to the curriculum

	Objective	Strategies	Outcomes	Who is responsible?	Time Scale	Success Criteria
Short term	To ensure that all pupils are supported to reach their full potential in reading, showing progress against their age and ability.	To monitor reading progress through formal testing, extra reading support provided by staff or parents/carers, particularly to those children reading at or below their age.	Staff are supported and resources are available to increase the progress of reading in all pupils.	KB	Termly / ongoing	Children's reading progresses according to their age and ability.
	To continue to develop staff awareness of learning differences and enhance support in the classroom.	Continue to identify pupil learning needs and arrange for Inset training for staff to be delivered by a specialist. Audit staff's current skills, training and experience.	All staff will be delivered a programme of support they can provide within the classroom. All staff who are secure in their understanding of specific learning issues and abilities are able to develop and advise upon teaching strategies to enable pupils to access more of the curriculum.	MD / EKe	2023/24 and ongoing	Pupils are better supported within the classroom and demonstrate accelerated learning. Staff know who to seek advice from to support pupils' access to learning.
	To ensure all adjustments are made to allow pupils with vision	Ensure all teachers are using white/ pale yellow screens and black	All staff to be catering for pupils with sight difficulties effectively.	MD/ EKe	Ongoing	Evidence of accelerated progress for visually

	difficulties to access the curriculum.	writing for pupils with sight difficulties. Make sure that overlays and enlargements are available for children with these requirements.				impaired pupils where applicable.
	To ensure that curriculum content is sensitive to hearing and sight difficulties.	Ensure that all teachers can identify pupils, are aware of their difficulties and integrate this into schemes of work effectively.	Schemes of work show evidence of adjustments for pupils who have sight and hearing difficulties where appropriate.	MD / EKe	Current	Evidence of accelerated progress for aurally impaired pupils.
Medium term	To evaluate the use of computer programmes / Apps for developing the support given with reference to auditory process/ discrimination	To review the curriculum arrangements and make changes where appropriate.	Incremental curriculum which builds on previous experiences	MR / KK	Summer 2024	Use of technology is developed within the Progress Centre to provide better provision for pupils, specifically through regular use of iPad apps and children using technology to aid their work.
	To improve the monitoring of teachers' planning for pupils with SEND.	Planning to include differentiation strategies needed for children with SEND. SENDCo to monitor medium term plans. SENDCo and Director of Studies to complete joint learning walks to check that strategies listed during Pupil Progress	All staff are familiar with the specific strategies needed for each SEND pupil they teach.	MR / EKe	Ongoing	Planning clearly demonstrates differentiation needed. Staff are acting on the strategies they have identified in their planning. All pupils are able to fully participate in planned activities. Pupils with SEND or EAL

		Meetings are being implemented in the classroom. Complete book looks to monitor the implementation of strategies listed in planning.				are better supported in the classroom. All SEND pupils who are not making expected levels of progress are accessing additional support through intervention sessions from the Progress Centre or through the class teaching team.
	To improve the monitoring of the progress pupils with SEND.	SENDCo will analyse data on the progress of pupils with SEND, using the results from each assessment week. This will be shared with class teams. SENDCo will attend the pupil progress meetings for each year group to discuss with class teams the progress of pupils with SEND and the actions needed for those who are not making expected progress.	The progress of students with SEND is tracked at every progress review by all teaching staff and an appropriate plan is put into place which focuses on the interventions/next steps needed to address barriers.			
Long term	To review short- and medium-term targets in the light of new opportunities and legislation.	To increase staff awareness of pupils and the range of current disabilities through INSET, planning adjustment sheets, Special Needs Register, observations and meetings.	Wider range of teaching styles used to support current pupils	MR / EKe	September 2023	Improved confidence in staff for dealing with pupils with learning needs or disabilities, including EAL.
	Upgrade the quality of technology available for pupils so they may use tech as part of their daily routines if they choose to do so.	3 year planning with Directors as to educational spend and infrastructure	Technology is readily available in classrooms if pupil chooses to use this method of working/learning	MR / KK	September 2023	Rapid progress recorded and improved outcomes for SEND and EAL pupils

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Improving access to the Physical Environment of the School

	Objectives	Strategy	Outcomes	Who is responsible?	Time Scale	Success criteria
Short Term	To ensure that all buildings comply with the H&S regulations and meet the needs of a pupil using a wheelchair where possible.	Continuing audit of buildings in terms of H&S regulations.	Necessary changes are made.	AR /SR	On-going	Buildings comply with H&S Modifications to existing buildings highlighted and planned wherever possible. Greater accessibility and comfort for pupils with disabilities.
	To discuss at Termly H&S meetings any requirements for new students in the school or any known advancements in the provision of physical access.	To bring to the forefront items such as, clear signage, hearing enhancement services and physical IT improvements	To ensure that all staff are engaged in H&S and how, through this, we can affect the physical environment to offer better services to all students and staff	AR / SR	Ongoing	Modifications to existing buildings highlighted and planned wherever possible. Greater accessibility and comfort for pupils with disabilities.
Medium term	To change the desks and seating in each classroom to allow easier access to desks according to each SEND pupils needs (Fidget chairs / wheel	Budget accordingly and agree with Directors a time frame for changing furniture for the whole class – to include specific furniture as required	All SEND pupils access needs to working surface and comfort of working space are catered for	EKe	By Summer 2026 but review as pupils needs change or new children join the school	Reasonable adjustments are made with a view to type of furniture readily available according to each individuals needs including wobble chairs

	chairs / therapy chairs)					and standing desks.
	To improve desk space and learning environment in the Progress Centre.	Budget accordingly and agree with Directors a time frame for changing furniture and room layout – to include specific furniture as required	Environment is accessible and effective in use for all SEND pupils and staff.	EKe / AR	Summer 2026	Reasonable adjustments are made to enhance use of space.
Long term	To monitor and alter access to all buildings as appropriate for current/new intake pupils.	To continue to monitor the learning environment for all pupils in order to meet their needs as fully as possible.	Environment is as accessible as possible for all children.	AR	Annually on 2nd CAPEX Meeting – Board to agree any improvements needed and add them to the 5 year Plan	Environment is as accessible as possible for all children and adapted accordingly, making reasonable adjustments for their needs.

Improving provision of information

	Objectives	Strategies	Outcomes	Who is responsible?	Time Scale	Success criteria
Short Term	As a non-selective school, we need to understand SEND needs as children enter the school	Adaption of registration form (pupils) to include a request for information about any possible disabilities and additional language requirements.	School has earlier knowledge or indicators of potential needs for children	EKe / MW	Sept 2024	School is better aware of SEND requirements of current and prospective pupils
	Have a better awareness of staff members additional languages and proficiency available.	Audit all staff requesting additional language ability.	School better able to accommodate those for whom English is an additional Language	EKe	Ongoing	Additional language support for parents can be offered from within school where possible.
Medium term	For the Progress Centre to have the administrative system	Transfer all administrative functions onto iSams / Sharepoint in stages ensuring that the	The department is able to run efficiently and electronically using iSams / Sharepoint and all staff can equally	MD/EKe/JP	Summer 2024	All staff are able to readily access IEPs / Notes / Ed psych reports

	effectively running using iSams / Sharepoint so we can track SEND pupils' progress.	programme is adapted and shaped to meet the department's needs.	access the data/information.			for children they teach.
	Use of Edukey to allow parents and staff access to their child's progress, IEPs. Provision map etc.	Upload of all required SEND information to Edukey and training for staff on usage of software.	Parents and staff are readily aware of progress, targets and interventions for their child.	EKe / JP	Jan 24	Parent voice is confident in understanding their child's provision and progress.
Long term	To plan strategies for making information for pupils and parents available in different formats to accommodate any future pupil/parent needs.	To consider alternative ways of presenting information e.g. iPads / user interface / portal / etc to allow for translation and transfer of print size etc.	Information available in variety of formats.	ML/GG / MW	Ongoing	Information for pupils and parents is made accessible in different formats when necessary or when requested.

4. Monitoring & Review

- **Annual Review**: conducted each July by Headteacher, SENDCo, Director of Studies, Site Manager.
- **Termly SEND Governor Report**: progress on accessibility objectives shared with the Board.
- **Parent & Pupil Voice**: annual SEND parent survey and pupil focus groups to inform adjustments.
- **Publication**: updated plan published on school website.

5. Evaluation Framework

Effectiveness of the plan will be judged by:

- Pupil progress data (SEND vs whole school)
- Staff training completion and confidence surveys
- Accessibility audit outcomes (site and resources)
- Parent and pupil feedback
- Compliance checks against Equality Act 2010

Written by: Head Teacher

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~~Full review date: September 2026. However, it should be reviewed and updated as necessary~~

Review Date: September 2023 Sasha Davies, Morwenna Davies and Mark Reed

Review Date: September 2024

Review Date: September 2025 Aidan McLaughlin, Emma Kelly, Mark Reed and Andrew Ritchie