

ACCESSIBILITY PLAN

1st SEPTEMBER 2020 - 31st AUGUST 2023

The Accessibility Plan refers to the Equality Act 2010. This policy is applicable to all staff and pupils including the Early Years Foundation Stage (EYFS). This document is available in written format upon request.

The Equality Act 2010 makes it unlawful for the school to discriminate against, harass or victimise a staff member, pupil or a potential pupil in relation to:

- The Admissions process - pupils
- The Recruitment process - staff
- The provision of education for pupils, including access to the school facilities and extra-curricular activities
- Protected characteristics, including race, sex, disability and religious belief.

The school's Accessibility Plan aims to:

- Increase the extent to which disabled pupils (including those with special educational needs) can participate in the curriculum
- Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school.
- Improve delivery to disabled pupils of information which is readily accessible to pupils who are not disabled within a reasonable time.

The school's Accessibility Plan should be read in conjunction with the following school's policies and procedures:

- Equal Opportunities Policy
- SEN and Learning Difficulties Policy.

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DEFINITION OF 'DISABILITY'

The Independent School Inspectorate Regulatory Requirements (September 2020) refer to the following definition, which the school adheres to:

'Disabled pupils' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

MONITORING AND REVIEW OF THE ACCESSIBILITY PLAN

The Accessibility Plan will be monitored regularly by the Proprietor, Head and/or the school's Governing Body and who are responsible for its implementation and for ensuring that adequate resources are provided to implement the plan.

The Accessibility Plan may be monitored by ISI during Inspection processes.

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REASONABLE ADJUSTMENTS

The school ensures that no disabled pupil will be placed at a disadvantage compared with other pupils. However, where the school has to, the school will make sure that it takes reasonable steps to try to avoid that disadvantage.

The duty to 'make reasonable' adjustments does not include a duty to change physical features.

When it is reasonable to do so, the school will provide auxiliary aids for the pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared with other pupils.

Where the pupil has an Education and Health Care Plan (EHC) in place, the school will, as far as is reasonably practicable undertake to make reasonable adjustments to accommodate the requirements specified in the EHC. Where there is no EHC in place, there should be no assumption that the school will provide auxiliary aids as a reasonable adjustment.

There is no legal definition of auxiliary aid. The school will interpret this as meaning any helpful supporting device, including adaptive keyboards, height-adjustable desks, curriculum resources and special software.

The school will consider the needs of the individual pupil and in consultation with the parent and/or medical advisors agree on what reasonable adjustments should be made.



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Milton Keynes Preparatory School Accessibility Plan – 2020-2023: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIMEFRAME	ACHIEVEMENT
To ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Dyslexia Autism training)	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Monitored by the Senior Management Team SENDCO Dyslexic Specialist	Annual Review	Increased access to an appropriate curriculum for all pupils Individual Education Plans written for certain children, shared with all staff
To ensure planning is differentiated to meet the needs of all children.	Teachers use IEPs to plan for individual children's ability and needs. Subject leaders review Schemes of Work to ensure provision is in place.	All children's needs are accommodated, in all subjects.	HODs Director of Studies Deputy Head	On-going	All pupils make progress according to their ability.
To deploy Teaching Assistants effectively to support pupils' participation	Review the needs of pupils within each class and staff accordingly	Pupils needs are appropriately met through effective deployment of support staff	Deputy Head Head of Pre-Preparatory Head of Preparatory	On-going	All pupils are supported to achieve their potential
To provide the necessary support for children in assessment situations.	To allow more time, to have a reader or the use of ICT as appropriate.	Children able to complete assessments.	Deputy Head Head of Pre-Preparatory Head of Preparatory	On-going	No disadvantage for disabled children.
New equipment purchased for teaching will be considered as to its suitability for use by pupils with disabilities	Equipment is risk assessed before use.	Safe and effective equipment	Deputy Head Head of Pre-Preparatory Head of Preparatory	N/A	All children are able to participate in all lessons.
For visually impaired pupils, Screen Shades will be installed to support the usage of display screens. Coloured overlays and large print handouts will be provided as needed.	To identify any who may need these and implement as necessary.	Appropriate resources for all children	Head of Computing Technology Studies SENCO	N/A	Improved pupil performance through better access.



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Milton Keynes Preparatory School Accessibility Plan – 2020-2023: Improving the Physical Access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	RESPONSIBILITY	TIMEFRAME	Cost (est.) £
Car Park Transportation/Use of people carriers	There is 1 disabled space for parents or guardians to use. People carriers with disabled seating.	To ensure that these spaces are easily accessible at all times of the school day. People carriers and driver available as required.	Car Park Attendant Trip or Visit Coordinator	N/A	N/A
Playground areas	To provide appropriate playground equipment (within reason) according to children's needs.	To take advice from outside agencies on appropriate equipment.	HODs		
Personal Emergency Evacuation Plan (PEEP) will be set up for any pupils/staff requiring them in order to identify any special additional support required to support them in the case of an emergency.	Any equipment (within reason) that is required to support the plan.	To write the plan and share with staff ensuring effective implementation.	Matron H&S Officer		
Pathways and signage	To install if necessary signs along the correct pathways for disabled access.	To ensure that a pathway is accessible to all areas of the school (if possible) to all children including any with disabilities.	Estates Manager		
Furniture and equipment	In coordination with any PEEP or EHC purchase furniture or equipment suggested.	Use outside agencies to advise on any specialist furniture or equipment that may be needed and purchase as necessary.	SMT HODs Head of Pre-Preparatory Head of Preparatory		



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Milton Keynes Preparatory School Accessibility Plan – 2020-2023: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats. For example in case of a hearing impairment.	The school will make itself aware of outside agencies to help convert written information into alternative formats (as required) and seek advice from them.	The school will be able to provide written information in different formats when required.	SENDCO	On-going	Delivery of information to disabled pupils and parents improved.
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need.	To provide the necessary training to facilitate this.	All written information communicated effectively.	SMT HODs	On-going	School is effective in meeting the needs of all pupils.
Audit the school libraries	To provide books which meet the needs of all children. Font size, ease of text etc.	All children have a suitable reader.	SENDCO		Access to a range of books for all children.

The Accessibility Plan has been reviewed in September 2021 and will be reviewed on or before August 2022.