

DISABILITY ACCESSIBILITY PLAN

2023-2026

This policy and plan is drawn up in accordance with [Schedule 10 of the Equality Act 2010](#) to help prevent discrimination against disabled pupils in their access to education.

A pupil is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Aims and ethos

Our plan exemplifies the school ethos that:-

- Everyone in the school community is made to feel welcome
- There are high expectations of all pupils
- Staff, Council and pupils share a philosophy of inclusion
- Pupils are equally valued
- Staff seek to remove all barriers to learning participation.

In addition, the school recognises it has a responsibility to help children understand the discrimination faced by disabled people and work positively to counteract discrimination. (See our SMSC policy). Furthermore, the British values of rule of law, democracy, individual liberty and mutual respect underpin the school's ethos.

The aims of our plan are:

- To make education, as a whole, available to disabled children without discrimination.
- To make provision to allow disabled pupils, staff, Council members and parents/carers to be fully included in school life. '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'.

Accessibility Plan

The Equality Act 2010 placed three key duties on schools, which are:-

1. Not to treat disabled students less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
3. To plan to increase access for disabled students or those with an EHC plan

The school will address the following:

- Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum

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- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.¹
- To achieve this, the school will have particular regard to:-
 - Entry to school / admissions policy
 - Access (physical)
 - The curriculum
 - Teaching and learning
 - Classroom and school organisation
 - The school day / timetabling
 - Sports
 - Extra-curricular activities
 - Trips
 - Assessment / testing

Delivery and review

The school will deliver the plan:

- within a reasonable time
- in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.²

The school will keep the plan under review during the period to which it relates and, if necessary, revise it.³

In preparing the plan, the school will have regard to the need to allocate adequate resources for implementing it.⁴

¹ Paragraph 3(2), Schedule 10 Equality Act 2010.

² Paragraph 3(3), Schedule 10 Equality Act 2010.

³ Paragraph 3(5), Schedule 10 Equality Act 2010.

⁴ Paragraph 4(1), Schedule 10, Equality Act 2010.

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Dates/timeframe

Item/Objective	Proposed Action	Resources	Completion date/status	Review notes
<p>Increasing the extent to which disabled pupils can participate in the school's curriculum</p>	<p>Kitebrook Preparatory School will adopt a proactive and inclusive approach to curriculum access by ensuring that teaching, learning, and assessment practices are adaptable to meet the diverse needs of all pupils, including those with disabilities.</p> <p>Differentiated Teaching and Learning</p> <ul style="list-style-type: none"> - Teachers will plan lessons with flexible approaches, ensuring tasks can be adapted to suit a range of abilities and learning styles. - Use of scaffolding, visual aids, and multi-sensory teaching strategies will be embedded across subjects. <p>Curriculum Adaptation</p> <ul style="list-style-type: none"> - Schemes of work will be reviewed regularly to ensure accessibility for disabled pupils. 	<p>Trained teaching assistants to provide targeted in-class support</p> <p>SENCo (Special Educational Needs Coordinator) time for planning, monitoring, and review</p> <p>External specialists (e.g., educational psychologists, speech and language therapists, occupational therapists)</p> <p>Staff time for training, collaboration, and differentiated lesson planning</p> <p>Training and Professional Development</p> <p>Regular CPD sessions on inclusive teaching strategies and disability awareness</p> <p>Training on specific needs (e.g., autism, dyslexia, physical impairments)</p>		

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	<ul style="list-style-type: none"> - Alternative formats (e.g., large print, audio resources, simplified texts) will be provided where required. <p>Use of Assistive Technology</p> <ul style="list-style-type: none"> - The school will invest in and utilise assistive technologies such as speech-to-text software, tablets, and specialist equipment to support learning. - Staff will be trained to effectively integrate these tools into daily teaching. <p>Staff Training and Awareness</p> <ul style="list-style-type: none"> - Ongoing professional development will be provided to ensure staff understand a range of disabilities and appropriate strategies to support pupils. - Training will include inclusive classroom practices and reasonable adjustments. 	<p>Instruction on the effective use of assistive technologies</p> <p>Safeguarding and accessibility training linked to inclusion</p> <p>Assistive Technology and Equipment</p> <p>Laptops or tablets with accessibility features enabled</p> <p>Speech-to-text and text-to-speech software</p> <p>Screen readers and magnification tools</p> <p>Hearing support systems (e.g., radio aids)</p> <p>Adaptive furniture (e.g., adjustable desks, supportive seating)</p> <p>Specialist writing tools (e.g., pencil grips, sloped writing boards)</p> <p>Curriculum and Learning Materials</p>		
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	<p>Targeted Support and Intervention</p> <ul style="list-style-type: none"> - Individual Education Plans (IEPs) or equivalent support plans will be developed and reviewed regularly. - Teaching assistants will be deployed effectively to support participation without fostering dependency. <p>1. Inclusive Extracurricular Activities</p> <ul style="list-style-type: none"> - Clubs, trips, and enrichment activities will be adapted where necessary to ensure disabled pupils can participate fully. - Risk assessments will consider inclusion rather than exclusion. <p>Pupil Voice and Parental Involvement</p> <ul style="list-style-type: none"> - Pupils will be encouraged to share their experiences and contribute to decisions about their learning. 	<p>Differentiated and adapted teaching resources</p> <p>Large print books and modified worksheets</p> <p>Audio books and digital learning platforms</p> <p>Visual aids (e.g., pictorial timetables, cue cards)</p> <p>Multi-sensory learning resources</p> <p>Physical Environment Adjustments</p> <p>Accessible classrooms and learning spaces</p> <p>Quiet or sensory-friendly spaces for regulation and support</p> <p>Appropriate lighting and acoustics</p> <p>Assessment and Monitoring Tools</p> <p>Systems to track progress of pupils with disabilities</p>		
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	<ul style="list-style-type: none"> - Parents/carers will be consulted regularly to ensure support strategies are effective and consistent. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> - The school will track the participation and progress of disabled pupils across the curriculum. - Regular reviews will ensure that barriers to participation are identified and addressed promptly. 	<p>Assessment tools adapted for accessibility</p> <p>Provision mapping software or documentation systems</p> <p>Time and Planning Resources</p> <p>Scheduled time for staff to plan differentiated lessons</p> <p>Time for regular review meetings (IEPs or support plans)</p> <p>Collaboration time between teachers, SENCo, and support staff</p> <p>Financial Resources</p> <p>Budget allocation for specialist equipment and technology</p> <p>Funding for staff training and external specialist support</p> <p>Maintenance and updating of resources and facilities</p> <p>Parental and Pupil Engagement Tools</p>		
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		<p>Communication platforms for regular parent-school interaction</p> <p>Feedback tools (surveys, meetings) to gather pupil voice</p> <p>Guidance materials for parents to support learning at home</p>		
<p>Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school;</p>	<p>Kitebrook Preparatory School will take a planned and strategic approach to improving the physical environment to ensure that disabled pupils can access education and benefit fully from all facilities and services offered by the school.</p> <p>Accessibility Audit and Planning</p> <ul style="list-style-type: none"> - Conduct regular accessibility audits of all buildings, outdoor areas, and facilities to identify barriers. - Develop and review an accessibility plan with clear priorities, timelines, and responsibilities. 	<p>Financial Resources</p> <ul style="list-style-type: none"> - Capital funding for building modifications (e.g., ramps, lifts, widened doorways) - Budget for ongoing maintenance and repairs of accessibility features - Funding for accessibility audits and external consultancy <p>Specialist Expertise</p> <ul style="list-style-type: none"> - Access to architects and contractors experienced in inclusive design - Health and safety consultants 		

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	<p>Improving Access to Buildings</p> <ul style="list-style-type: none"> - Install or maintain ramps, handrails, and step-free access points where needed. - Ensure doorways, corridors, and entrances are wide enough and free from obstruction. - Provide lift access where feasible in multi-storey buildings. <p>Classroom Environment Adaptations</p> <ul style="list-style-type: none"> - Arrange classroom layouts to allow ease of movement for pupils with mobility needs. - Ensure adjustable furniture is available to accommodate a range of physical requirements. - Optimise lighting, acoustics, and seating arrangements for pupils with sensory impairments. <p>Accessible Toilets and Changing Facilities</p>	<ul style="list-style-type: none"> - Occupational therapists or physiotherapists to advise on physical adaptations - Accessibility consultants to support audits and compliance <p>Building and Infrastructure Materials</p> <ul style="list-style-type: none"> - Ramps, handrails, and non-slip flooring materials - Automatic doors or adapted door handles - Accessible toilet and hygiene equipment (e.g., grab rails, changing benches) <p>Classroom and Interior Equipment</p> <ul style="list-style-type: none"> - Adjustable desks and chairs - Specialist seating and posture-support equipment - Acoustic panels or sound-field systems 		
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	<ul style="list-style-type: none"> - Provide appropriately equipped accessible toilets and changing areas. - Ensure facilities are clearly signposted and easy to reach from all parts of the school. <p>Outdoor and Recreational Spaces</p> <ul style="list-style-type: none"> - Adapt playgrounds and outdoor learning areas to ensure they are accessible and inclusive. - Provide suitable surfaces, pathways, and seating to support safe movement and participation. <p>Wayfinding and Signage</p> <ul style="list-style-type: none"> - Install clear, visible, and where appropriate tactile signage throughout the school. - Use colour contrast and simple symbols to support pupils with visual impairments or cognitive needs. <p>Emergency and Safety Procedures</p>	<ul style="list-style-type: none"> - Adjustable lighting or blinds to reduce glare <p>Outdoor Environment Resources</p> <ul style="list-style-type: none"> - Surfacing materials for accessible pathways and playgrounds - Inclusive play equipment - Outdoor seating and shaded areas - Handrails and clearly defined walkways <p>Signage and Wayfinding Tools</p> <ul style="list-style-type: none"> - High-contrast, large-print signage - Visual symbols and directional indicators <p>Health and Safety Equipment</p> <ul style="list-style-type: none"> - Visual and auditory alarm system - Equipment required for Personal Emergency Evacuation Plans (PEEPs) 		
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	<ul style="list-style-type: none"> - Review and adapt emergency evacuation procedures to ensure all pupils can exit safely. - Develop Personal Emergency Evacuation Plans (PEEPs) for pupils who require them. - -Ensure alarms include both auditory and visual signals. <p>Maintenance and Ongoing Review</p> <ul style="list-style-type: none"> - Ensure all accessibility features are regularly maintained and kept in good working order. - Respond promptly to any new barriers identified by staff, pupils, or parents. <p>Inclusive Use of Facilities and Services</p> <ul style="list-style-type: none"> - Ensure that all school facilities (e.g., library, dining hall, sports areas) are accessible. - Make reasonable adjustments so disabled 	<p>Maintenance and Site Management</p> <ul style="list-style-type: none"> - Site staff or contractors for regular inspection and upkeep - Maintenance schedules and reporting systems - Cleaning and upkeep resources to ensure accessibility features remain usable <p>Planning and Administrative Resources</p> <ul style="list-style-type: none"> - Time allocated for staff to conduct audits and planning reviews - Documentation systems for accessibility plans and compliance tracking - Project management support for coordinating improvements <p>Training Resources</p> <ul style="list-style-type: none"> - Training for staff on use of accessibility equipment (e.g., evacuation chairs, lifts) 		
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	<p>pupils can participate in all services, including extracurricular activities and school events.</p> <p>Consultation and Feedback</p> <ul style="list-style-type: none"> - Seek input from pupils, parents, and external professionals when planning improvements. - Use feedback to continuously refine and enhance the accessibility of the school environment. 	<ul style="list-style-type: none"> - Awareness training on maintaining an accessible environment - Health and safety training linked to inclusive facilities <p>Consultation and Engagement Tools</p> <ul style="list-style-type: none"> - Mechanisms for gathering feedback from pupils and parents (surveys, meetings) - Time and resources for consultation with external professionals - Communication tools to share updates on improvements 		
<p>Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</p>	<p>Kitebrook Preparatory School will ensure that all information provided to pupils is accessible, inclusive, and available in a range of formats so that disabled pupils can access it as readily as their peers.</p> <p>Accessible Formats for Written Information</p>	<p>Assistive Technology</p> <ul style="list-style-type: none"> - Text-to-speech and speech-to-text software - Screen readers and magnification tools - Tablets, laptops, or other digital devices with accessibility features 		

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	<ul style="list-style-type: none"> - Provide learning materials in alternative formats such as large print, simplified text, coloured overlays, and dyslexia-friendly fonts. - Offer audio versions of key texts and instructions where appropriate. - Ensure digital resources are compatible with screen readers. <p>Use of Assistive Technology</p> <ul style="list-style-type: none"> - Implement technology such as text-to-speech, speech-to-text, and screen reading software to support access to information. - Ensure pupils are supported and trained in using these tools effectively. <p>Adaptation of Teaching Delivery</p> <ul style="list-style-type: none"> - Teachers will present information using a variety of methods, including verbal explanation, visual aids, and practical demonstrations. 	<ul style="list-style-type: none"> - Headphones and microphones for audio access and recording <p>Accessible Learning Materials</p> <ul style="list-style-type: none"> - Large print books and worksheets - Dyslexia-friendly fonts and coloured paper or overlays - Audio books and recorded lessons - Adapted and simplified texts - Visual resources such as symbols, diagrams, and cue cards <p>Digital Platforms and Software</p> <ul style="list-style-type: none"> - Accessible learning platforms compatible with assistive technologies - Software for creating differentiated and accessible resources - Subtitling and captioning tools for video content 		
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	<ul style="list-style-type: none"> - Break down instructions into manageable steps and check for understanding regularly. <p>Visual and Multi-Sensory Communication</p> <ul style="list-style-type: none"> - Use visual timetables, symbols, diagrams, and cue cards to support understanding. - Incorporate multi-sensory approaches (e.g., hands-on activities, videos) to reinforce key concepts. <p>Accessible Communication Systems</p> <ul style="list-style-type: none"> - Ensure that notices, timetables, and school communications are presented in clear, accessible formats. - Use consistent layouts, clear fonts, and appropriate colour contrast in all written materials. <p>Support for Hearing and Visual Impairments</p>	<p>Specialist Support and Expertise</p> <ul style="list-style-type: none"> - Input from SENCo to guide appropriate adjustments - Access to specialists (e.g., speech and language therapists, visual/hearing impairment advisors) - IT support staff to manage and maintain accessibility tools <p>Staff Training and Development</p> <ul style="list-style-type: none"> - CPD on creating accessible materials and inclusive communication strategies - Training on using assistive technology effectively - Guidance on supporting pupils with specific communication needs <p>Communication and Visual Support Tools</p>		
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	<ul style="list-style-type: none"> - Provide hearing support systems (e.g., radio aids) and ensure staff use clear speech and positioning. - Ensure all visual materials are clearly visible and described verbally when necessary. <p>Staff Training and Awareness</p> <ul style="list-style-type: none"> - Provide training for staff on how to adapt communication and materials effectively. - Raise awareness of different communication needs and inclusive strategies. <p>Individualised Support Plans</p> <ul style="list-style-type: none"> - Identify specific communication needs through individual support plans (e.g., IEPs). - Tailor information delivery strategies to meet individual pupil needs. <p>Parental Involvement and Communication</p>	<ul style="list-style-type: none"> - Visual timetables and symbol-based systems (if required) - Printed signage and notices in accessible formats - Whiteboards, projectors, and display screens for visual reinforcement <p>Time and Planning Resources</p> <ul style="list-style-type: none"> - Staff time to adapt and prepare materials in different formats - Time for collaboration between teachers, SENCo, and support staff - Scheduled review time for individual support plans <p>Financial Resources</p> <ul style="list-style-type: none"> - Budget for purchasing assistive technology and software licenses - Funding for producing adapted materials 		
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	<ul style="list-style-type: none"> - Work with parents/carers to understand pupils' preferred methods of communication. - Provide guidance for supporting access to information at home. <p>Monitoring and Review</p> <ul style="list-style-type: none"> - Regularly review the effectiveness of communication strategies. - Seek feedback from pupils to ensure information is accessible and understood. - Adjust approaches as needed to remove barriers to learning. 	<ul style="list-style-type: none"> - Ongoing costs for updating and maintaining resources <p>Monitoring and Assessment Tools</p> <ul style="list-style-type: none"> - Systems to track pupil access to information and progress - Feedback tools (e.g., pupil voice surveys) to evaluate effectiveness - Documentation systems for recording adjustments and outcomes <p>Parental Engagement Resources</p> <ul style="list-style-type: none"> - Communication platforms for sharing accessible materials with parents - Guidance materials to support learning at home - Translation or alternative format services where required 		
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The above 3 year plan is a requirement of Schedule 10 of the Equality Act 2010. It is reviewed annually.