Special Educational Needs and Disabilities accessibility policy:

Policy and Plan

This policy applies to all pupils in the school, including in the EYFS

References: The Children and Families Act 2014, *SEN and Disability Code of Practice, 0-25 years 2015,* The Equality Act 2010

Date for revision February 2027

Annual review Spring Term

Reece Murphy – Head Teacher

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Reviewed by SO February 2026
Next review date: February 2027

BURTON
HATHOW
PREPARATORY SCHOOL

Introduction

School Accessibility Plan

The plan is drawn up in accordance with the planning duty in the Equality act 2010. It also draws on guidance set out in the DfE document 'Accessible Schools' issued in 2002

Definition of Disability

Disability is defined by the Equality Act 2010: A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Philosophy

At Burton Hathow Preparatory School we believe that the quality education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures, producing inclusive policies and supporting the development of inclusive value practices. Pupils, parents and staff should work together with specialist support agencies and services to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, pupils and parents must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no pupil's education is impaired.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Burton Hathow Preparatory School community for pupils and to prospective pupils who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

Principles

Compliance with The Equality Act 2010 is consistent with the culture of Burton Hathow Preparatory School and its Equal Opportunities Policy. In the operation of Burton Hathow Prep's SEN policy we affirm our responsibilities under the Equality Act 2010 together with any amendments by Children and Family Act 2014 and SEND Code of Practice: 0 to 25 years 2015. These can be summarised as

1. Not to discriminate against disabled pupils in their admissions and exclusions or the provisions of education and associated activities
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002. Burton Hathow Prep fully recognises and values the unique and parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Burton Hathow Prep also recognises and respects the right to confidentiality for parents and children. The School provides all pupils with a broad, balanced and challenging curriculum, differentiated and adjusted in accordance with the needs of individual pupils and their own learning styles.

Staff who have designated responsibilities for equality at the school liaise closely with parents, staff and educational psychologists to ensure that the Individual Support Plans/Provision Maps for each child with special needs are relevant.

Training is provided to teachers to enable them to teach and support disabled pupils and pupils with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of pupils.

The key principles are

1. That teaching will set learning challenges that are suitable and demanding
2. That teaching will respond to the learning needs of those being taught
3. That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, students and also parents where necessary.

Success Criteria

- To make Staff aware of the implications of catering for pupils with disabilities through CPD and Guest Speakers
- Establishing a culture in the school, where the school as a whole is aware of the range of factors which constitute 'disability'
- Offer a wide range of inset training and CPD opportunities for staff to learn about and implement strategies to ensure full participation of pupils with disabilities
- The needs of pupils with disabilities are taken into account in all planning – whether the lessons or other school activities or for future building plans and renovations
- The spiritual, moral and cultural development of pupils with disabilities is not compromised

Evaluation

- Staff show awareness in schemes of work, half-termly plans and lesson planning
- Improvements are made to the fabric of buildings to cater for pupils and visitors with disabilities as and when circumstances dictate and finances allow
- The school takes measures to ensure that the written materials it produces are accessible in relation to particular individual needs

- So far as is reasonably possible, the curriculum is accessible to pupils with individual needs
- Accessibility Plans are drawn up and implemented for individual pupils with a disability , where and when necessary
- Factors affecting pupils with disabilities are seen to be as valuable in discussion as other factors

Admissions

Burton Hathow Prep School must feel reasonably sure that it will be able to educate and develop a prospective pupil to the best of their ability and potential so that there is every chance that the pupil will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role as a global citizen. These criteria must continue to be met throughout the pupil's time at the schools.

At Burton Hathow Prep School our policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents of prospective pupils are asked to provide essential information in respect of their children at the time of application. During the admissions process, the school may take such advice and require such assessments as it regards as appropriate. Subject to this, Burton Hathow Prep School will be sensitive to any requests for confidentiality.

The school is diligent in its efforts to enhance the educational and cultural aspects of a pupil's development during and after their participation in the learning, social and leisure activities of the school. This is regulated through existing policies for Anti-Bullying; Equality & Tackling Discrimination; Child Protection & Safeguarding and Behaviour and Sanctions.

Actions

A) Education and Further Activities

Burton Hathow Prep School will take all actions necessary to develop and have access to a number of SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff.

B) School Environment

In planning and implementing improvements, building developments or site improvements, Burton Hathow Prep will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment.

C) Information Services

The design and production of literature and information packs Burton Hathow Prep will ensure that such publications can be produced in an alternative format when requested or required.

An **Action Plan** is appended to this Policy and this **Action Plan** will form part of the consideration of the following related policies or plans

Curriculum Policy
Equal & Tackling Discrimination Policy
School Development Plan
SEN Policy

Points to be borne in mind in the implementation of Children and Family Act 2014 and SEND Code of Practice: 0 to 25 years 2015

1. In the forming of plans for Open Days or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled students or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the appointed SENDCO. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
3. Staff should be made aware of the resources within the school that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
5. The needs of disabled students should be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual students.

Accessibility plan (see Appendix below):
The plan will be reviewed annually, or more frequently where necessary to ensure that the school plans appropriately for pupils with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will take into account:

Physical Environment:
Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment including captioning software, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information:
Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Monitoring
This policy will be monitored regularly by the Health and Safety committee and the Head Teacher

APPENDIX: ACTION PLAN 2020-2025	Timeline	Cost OR TIME	Staff	Monitoring	Goal Achieved
Compliance					
Compliance with the Equality Act 2010	Ongoing	none	ALL STAFF	SLT, SR	ONGOING
Admissions					
Ensure the wording of all school documentation and policies continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory	When documents are reviewed	none	SLT Whole staff	RM/SO/MS	ONGOING
Accessibility to Buildings					
Consider the fire evacuation procedures in light of any necessary changes	ONGOING	NONE	IO	RM	
Enhancement of environment for disabled pupils and staff – disabled toilet facilities on ground floor (done), step free access to outdoor play area (done), Access to Science/Art room needs addressing as it cannot be used as a fire exit to the direction of its swing.	ONGOING Time for IO to rehinge the door/new door to be purchased	A work day for rehinging if this is a possibility. A replacement door is £3,000.	IO IO	RM	DONE ONGOING
Ensure that where possible vehicles purchased for transport are fitted with wide doorways and railings. Consider other beneficial fixtures and fittings which could be installed when a new minibus is ordered	Ongoing Our current minibus is not wheelchair accessible.	£350 per month	SR, RM	IO	ONGOING
Stair lift up to Elm Room	DONE	£20,000	SR, PF, CL	IO	DONE
Accessibility to yurt	When funds available	£500	SR	IO, RM	ONGOING
Accessibility path to woods	When funds available	£5000	SR, RM	IO	ONGOING
Nursery garden at the rear not accessible for all. There is a ramp but it is too steep for anybody to use.	When funds available	£1000	SR, RM	IO	ONGOING
Access to the Curriculum					

Maintain a strong focus on the need to differentiate work for all pupils	Ongoing	none	Teaching Staff/SLT	SLT	ONGOING
ICT software to enable accessibility	September 2025	£2000	SR	RM, SO, MS	New laptops purchased summer 2024
Captioning software introduced for deaf student	June 2025	£1500	SO	SO	
Provision of Large computer monitors, interactive whiteboards, and sound systems in classrooms and great hall to meet the learning needs of all pupils	Ongoing	£15,000	SR,	RM, SO	Done
Investigate the school's internal and external methods of assessment to identify improvements which could be made to allow greater access to the test materials and the test experience for a wider ability range of pupils Assess suitability of exam timings, location of rooms, staffing, groupings, presentation/layout of 'home-made' assessment materials	Ongoing	£££	Teaching Staff	MS, SO	ONGOING
Establishing structures of provision for pupils with special educational needs	As necessary	none	SLT	SO	ONGOING
Increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom. Look for training opportunities within Learning Support with a view to appointing a SENCO - DONE	Termly	none	Whole Staff	SO (SENCO), RM	ONGOING, mostly after termly reviews
Plan for an alternative 'off games' programme so that all pupils have access to a physical activity. Review access to physical education and games programmes to allow all pupils to participate, where possible, in sport	Ongoing	½ DAY	SLT PE (TBC)	RM, SO, TS	WHEN NECESSARY
Use of interactive whiteboard and other technology (including PCs, laptops, mobile devices etc) to improve the access to the curriculum for those who require it	Ongoing	£20,000	SR	RM, SO	Done
Policies					
As policies are updated consideration should be made for all pupils in the school. Particular attention should be paid to the following; Disciplinary Procedures; Anti-Bullying; Procedures for Visits, Activities and Outings and Curriculum Policies	Ongoing	2 DAYS each summer holiday	SLT Whole Staff	RM, SO	ONGOING
Medical					
Assess child's health needs and identify resources required to meet those needs prior to school commencement	As necessary		Whole Staff		Ongoing

Training for teachers on special needs and in first aid – i.e.: Staff inset on hearing difficulties and speech development.	Ongoing	½ DAY	WHOLE STAFF		AS NEEDED
Formulate a care plan for the child with known health care needs prior to school commencement	As necessary	½ DAY	SO,	VW, IO	Ongoing
Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child	Ongoing	½ DAY	SLT, Staff, Parents	SO, VW	ONGOING
Identify the need for staff training when a child's health care needs are complex	Ongoing	½ DAY	SLT, Whole staff, Parents	SO, VW	AS NEEDED
Recreation Activities, Hobbies, etc.					
Ensure that trips out of school for pupils (such as for residential trips or excursions,) are planned with the abilities for all pupils in mind to ensure inclusion as far as possible	Ongoing	2 HRS PER TRIP	SLT	MS	AS NEEDED
Access to Written Information					
Provider larger print handouts to pupils where necessary including information and worksheets	Ongoing	£100 PER YEAR	Whole Staff	SO, MS	AS NEEDED
Provide pupils with recorded versions of set texts in English Classes and when learning languages	Ongoing	Free, as long as they can be found on the RNIB website.	Whole Staff	SO	AS NEEDED, Currently using RNIB resources
Provide information to pupils in a format which meets their needs	Ongoing	£50 PER YEAR	Whole Staff	SO	AS NEEDED
Where required, provide school newsletters in an alternative form	As required		SLT, Admin staff	VW	AS NEEDED