



PRESTFELDE

Accessibility Plan

Author(s)	SEN department and Estates
Review body	Education Committee
Governor approval date	Due: Autumn 2025
Date of review	September 2025
Date of next review	September 2028
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
08-09-25	Targets updated	AP/CLW
08-09-25	Inclusion 'Some reasonable adaptations may be made, such as non Latin or additional EAL tuition, where this is in the best interest of the child. '	CLW
08-09-25	Context section simplified – table added to compare Presfelde context to national average	CLW
08-09-25	Deputy head academic à deputy head (T&L)	CLW
08-09-25	SENco à Head of learning support.	
10-09-25	Removal of covid reference	CLW
10-10-25	Additional of photos from NS	NC/CLW

Three-Year Accessibility Plan 2025-2028

Based upon ISBA Accessibility Plan

In accordance with the Equality Act 2010, Prestfelde School does not discriminate against pupils because of their sex, race, disability, religion or belief, or sexual orientation.

In accordance with the law on disability discrimination, Prestfelde School will make every reasonable adjustment to put disabled pupils on a more level footing with pupils without disabilities.

This policy should also be read in conjunction with the following policies

- SEND Information Report
 - SEN policy
 - EAL policy
 - Admissions

1. ETHOS AND AIMS OF PRESTFELDE SCHOOL

Prestfelde School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which explains Prestfelde welcomes pupils with disabilities and special educational needs providing that we can reasonably offer the support the child requires, cater for any additional needs and that our site can accommodate them. We strive to be a fully inclusive and welcoming school as our mission statement states:

Our aim is to enable all pupils to develop their love of learning, academic interest and individual talents in a caring community which fosters sensitivity, confidence, a sense of service and enthusiasm for life.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. Accessibility has been improved around the gymnasium, the Science Labs, the CDT/Art building,

and Chapel/theatre. Most tarmacadam has been improved around the school with paths, barriers and bollards put in place to improve disabled accessibility. The chapel/theatre an additional purpose-built disabled toilet bringing this to 5 in the school. Wheelchair access has also been developed around our swimming pool giving disabled access to the pool. In addition, we will provide additional accessibility fixtures (such as ramps), within appropriate resources, as required. The new staff common room (completed 2021) has been fitted with accessible toilets as standard.

We provide written information to pupils with disabilities in ways that are user-friendly and support the pupils in their learning experience, to achieve this we work with parents and external agencies to best support our children. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation are removed.

We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of individual disabilities and to enable them to minimise any potential difficulties for those pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

2. DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

Please refer to the Prestfelde SEN policy.

A child or young person has a disability, 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 (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which pupils with a disability can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery of information to pupils with disabilities which is readily accessible to pupils who do not have disabilities.

This information is constructed under these headings:

- Communication and Interaction.
 - Speech, Language and Communication Needs
 - Autistic Spectrum Disorder/Condition
- Cognition and Learning:
 - General/Moderate Learning Difficulties
 - Specific Learning Difficulties/Differences e.g. Dyslexia, Dyscalculia and Dyspraxia
- Social, Mental and Emotional Health
 - Mental Health Support
 - Social Skills
 - Emotional resilience and support
- Sensory and/or Physical

- Hearing Impairment
- Visual Impairment
- Sensory needs

CONTEXT

For specific pupil numbers and profiles staff are able to access the relevant registers and pupil support materials.

Our context is outlined here in comparison to national averages.

Profile	National average	Prestfelde context
EHCP	25% of all SEND pupils	3 (21.4%) of all SEND pupils (another is on the way)
SEND register (Only Waves 3 & 4)	20% of all pupils	11 (3.9%) of all pupils
EAL	20% (The Bell foundation)	4%
Medical conditions requiring adaptations		1 pupil

This information is updated annually at the start of each Academic year and whenever there is any change to circumstance. Please refer to ISAMS and Provision Map.

Our aim is that all our pupils are fully integrated into school life. As much as possible they participate in the whole curriculum including extra-curricular activities (such as school trips and clubs). Some reasonable adaptations may be made, such as Alpha Crew (non Latin) or additional EAL tuition, where this is in the best interest of the child.

The school has a flexible approach to respond to most needs that are identified whether involving curricular, pastoral, or infrastructure support. We employ a Matron who is available to manage and support children with medical conditions.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best candidate based on their skill set and qualifications and regardless of any disability they might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Prestfelde School.

Physical accessibility information

Facilities: We will regularly assess and improve our school's physical facilities to ensure they are accessible to children with physical disabilities. This includes ramps, handrails, accessible restrooms, and designated parking spaces Removable barriers

Mobility Aids: We will accommodate the use of mobility aids such as wheelchairs or walking frames and provide storage solutions when necessary.

Virtual Access

For any prospective parents or visitors who may be unable to access certain areas of the school buildings, we provide **360° virtual tours**. These allow you to click through and explore classrooms, facilities, and key spaces at your own pace, ensuring that no part of the school experience is missed.

Sensory Needs: We will consider the sensory needs of children, making necessary adjustments to lighting, acoustics, and other environmental factors.

3. HOW THE PLAN IS CONSTRUCTED, reviewed and shared.

At Prestfelde School we have a disability policy review committee which consists of the DSL/Deputy Head (Pastoral), Deputy Head (T&L), Representative from Learning Support, Head and co-opted additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- i. to review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils with disabilities;
- ii. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
- iii. to prepare and keep updated the school's SEND and accessibility policy
- iv. to prepare and keep updated the school's accessibility plan;
- v. to review such plans and policies as necessary and at least on an annual basis.

We will regularly monitor the success of the plan and it will also be reviewed annually by the Governing Body and the school's Disability Policy Review Committee (as above). SLT will report to the Education Governing Body as to how well targets have been met each year.

4. ACTION PLAN

The following areas have been considered by the school's Disability Policy Review Committee and are regularly monitored:

- Admissions
- Attendance
- Exclusions
- Curriculum
- Extra-curricular activities

- Governing Body representation
- Physical school environment
- Progress and attainment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare and wellbeing

The results of Prestfelde School's audit and continuous monitoring of the above has informed the action plan 2025-2028 below (available on the School's website and upon request) which builds upon other recent work:

Target	Action Required	Lead	Resource Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improve access to Physical Environment	Training and procedure to consistently consider whether furniture and equipment is selected, adjusted and located appropriately	Estates manager IT Consultant	As required and reasonable when purchasing new	Evaluate use with stakeholders	Routine
To increase awareness of the accessibility plan and progress towards targets	The accessibility plan and targets will be circulated to all teaching and support staff, pupils and parents. The school's governors are provided with an overview of the SEND context and trends relating to accessibility needs through the Education committee governors.	Assistant Head / Bursar. Head of Learning Support, Deputy head T&L			
To provide training to support teaching staff with the knowledge to better support children with SEND and disabilities in class, lessening the reliance on additional adult support and	Head of learning support to audit teaching and use of additional adults and identify areas for improvement. Head of learning support to develop a short, medium and long term plan for CPD needs;	Head of learning support Deputy head Teaching and learning.	Ongoing costs to be reviewed.	Evaluate with stakeholders	Summer 2025 September 2025

increasing student independence.	<p>identifying where this can be delivered in house and where external training is required.</p> <p>Head of learning support, in conjunction with the Academic team and Deputy head Teaching and learning, to monitor the implementation of training to facilitate the objective.</p>				From Autumn term 2025-2028
Continue to review the impact and effectiveness of EP services use by parents, supporting families to pick reliable educational psychologists, update our process to enhance the process.	New Educational Psychology Service to ensure that full assessments can be carried out to ensure needs are being met in school.	DH (T&L) /SENCo	Paid for by parents	Evaluate with stakeholders	June 2026
Curriculum: sport	<p>Increase accessibility and introduce opportunities for all students to access sport curriculum.</p> <p>Removing barrier to this specific subject to support children who have SEND.</p>	<p>Head of learning support</p> <p>Head of games</p>	Training	Evaluate with stakeholders	<p>Summer 2026</p> <p>Autumn 2026</p> <p>Spring 2027 then ongoing</p>

Improve admissions process to ensure accurate information is obtained before a place is offered.	Review all current information sent to prospective parents in the context of disability issues	DH (T&L) /Head of learning support / Admissions			Yearly review
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Example photos of work done to improve accessibility in recent years:
Where possible Highfield house is being restored and accessibility introduced. Still underway but some examples highlighted here.

Accessible entrance to Highfield house.
Completed: March 2024 still under construction.





BCAT disabled toilet. 2015

Completed: March 2024



Mobile accessibility ramp x2. Purchased:2023



Access to gym. Approx 1970s



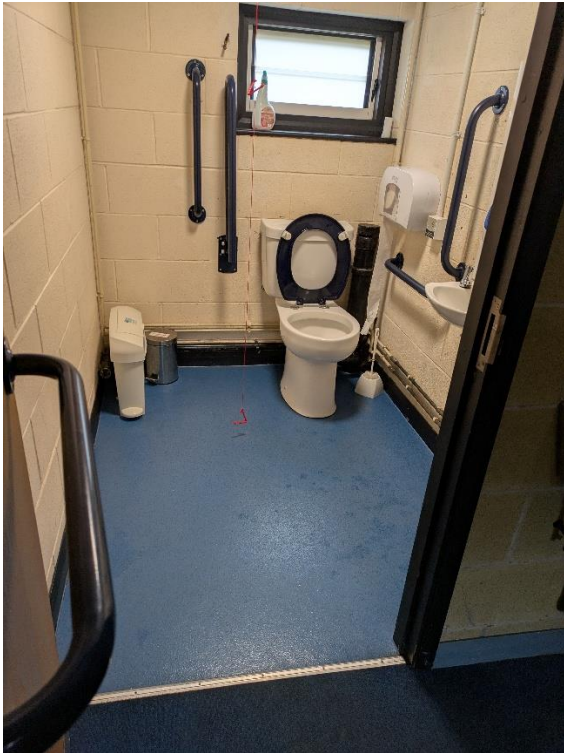
Access to dining hall. Completed 2005



Designated car parking bays. Completed: 2015



Access to Art and CDT. Completed : 1980s



Disabled toiled Art/CDT. Compleed:2023



Outdoor flooring adapted; patio slabs increase accessibility.

Completed: 2023