



**St. Mary's Preparatory School  
(inc EYFS)**

**Accessibility Plan  
United Kingdom**

**2025**

### 1. Introduction

- 1.1. We are committed to creating an inclusive, respectful and equitable environment where all members of our school community are valued and supported. This commitment underpins our approach to accessibility and informs the principles set out in this plan. This document outlines our Accessibility Plan as required by the Equality Act 2010. This plan applies to staff, pupils, parents and all users of the school site and services. The Act makes it unlawful for Wishford, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:
  - admissions;
  - the way we provide education for pupils;
  - the way we provide pupils access to any benefit, facility or service;
  - by excluding any pupil or subjecting them to any other detriment.
- 1.2. The Act outlines some protected characteristics (below) and we pay due regard to these:
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Sexual orientation
  - Gender reassignment
  - Pregnancy or maternity
- 1.3. This plan fulfils the requirements of the Independent School Standards.

### 2. Definition

- 2.1. In accordance with the Equality Act 2010 (UK), a person is defined as disabled if they have 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.

-*Substantial* is defined as more than minor or trivial.

-*Long-term* is defined as having lasted or likely to last for at least 12 months.

This definition includes individuals with sensory impairments (such as those affecting sight or hearing) and those with long-term health conditions, including but not limited to diabetes, epilepsy, and cancer.

### 3. Purpose

- 3.1. This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years and monitored annually to ensure progress is made against its objectives.
- 3.2. The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This plan should be read alongside the school's SEND Policy and Equality and Diversity Policy
- 3.3. The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010

### 4. Reasonable Adjustments

- 4.1. We are committed to ensuring that no aspect of school life places a disabled pupil at a disadvantage in comparison to their non-disabled peers. Where a potential disadvantage cannot be avoided, we take all reasonable steps to reduce or remove its impact.

## Accessibility Plan

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- 4.2. When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- 4.3. Where an auxiliary aid is not provided under the SEND system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- 4.4. There is no legal definition of auxiliary aids. We interpret the term to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.
- 4.5. Our SEND Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- 4.6. Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- 4.7. We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.
- 4.8. It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably.

### 5. Aspects of the Plan

- 5.1. Our Accessibility Plan focuses on the following areas:
  - Increasing the extent to which disabled pupils can participate in the curriculum
  - Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improving the availability of accessible information to disabled pupils, staff, parents and visitors

### 6. Responsibility

- 6.1. It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website. All staff have a role in implementing the plan through inclusive practice and regular reflection on barriers to access within their areas of work.
- 6.2. It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

## Accessibility Plan

### Accessibility Plan

#### Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
For all staff to have refresher Microsoft Dyslexia training part 1 and 2.	Before Christmas 2025	SENDCo	For all teaching staff to have completed the Microsoft dyslexia awareness course and to log with SENDCo upon completion.
For all classes to have dyslexia friendly dictionaries	By Sept 2026	SENDCo	SENDCo to order accessible, dyslexia friendly dictionaries for each class.
Whole school overhaul of teaching resources.	By Sept 2026	All staff, SENDCo, SLT	Ensure all resources are suitable for all learners and that we have additional resources for those who require them. Update SEN resources and teaching equipment for all subjects to ensure it is all accessible.
More ADHD/ASD training for staff.	Ongoing	SENDCo	Ensure all staff have more ADHD/ASD training. Utilise staff meetings and inset days to deliver high level training from professionals.

#### Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets/Strategies	Timing	Responsibility	Success criteria
Ensure Accessibility for staffing/pupils in case of injuries to lower limbs or mobility issues.	Ongoing	SMT	To have the flexibility to relocate classrooms to ground floor to enable children with injuries/mobility issues can access the correct rooms/resources.  Utilise the on site parking usually reserved for minibuses if staff member is unable to use local on street parking and walk to work.
Ensure staff with auditory disability have suitable equipment.  Ensure that they have a quiet area to eat lunch and work.	November 25.	SMT/Wishford/Co gnita	Current staff member can access staff meetings and daily lessons with pupils using audio equipment, purchased by the school.  New staff room built meaning that the member of staff can eat away from children.

#### Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success criteria
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## Accessibility Plan

All staff to revisit use of immersive reader and ensure Microsoft training is up to date.	2025-26	SENDCo, SLT	Ensure all staff date and log Microsoft training and reacquaint themselves with immersive reader. Use more regularly for all learners, but especially to ensure access to curriculum.
Ensure all reasonable adjustments are up to date on Isams and PLPs	Ongoing	SENDCo, Office Staff	To continue to update ISAMs with reasonable adjustments to ensure all staff are aware of individual need within their classes. Continue to use PLPs and School Robins.
Ensure access to readers and support during assessments if acknowledged as reasonable adjustments suggest.	Ongoing	All teaching staff.	During assessments, all children who require a reader/prompter/support to be timetabled in to ensure needs are met. This needs to be done in advance of assessment weeks.

## Accessibility Plan

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<b>Ownership and consultation</b>	
Document Sponsor	Director of Education Europe
Document Reviewer	Regional Leader of Inclusion and Head of H&S Europe
Consultation & Specialist Advice	
<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	No
Switzerland	No
Italy	No
Greece	
<b>Version control</b>	
Current Review Date	September 2025
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Next Review Date	September 2027
<b>Related documentation</b>	
Related documentation	Special Educational Needs and Disabilities Policy Health and safety policy and related documentation Supporting Pupils with Medical Conditions Policy Equality Act 2010