



Accessibility Plan

Reviewers: Christina Conner / Richard Cutler

Approver: Kit Perona-Wright

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3-year period covered by the plan: May 2023 – September 2026

Lead member of staff: Head, Tom O'Sullivan

This policy should be read in conjunction with Keeping Children Safe in Education (2024)

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equality Act 2010 now protects the rights of disabled pupils.

Cheltenham College Preparatory School has had three key duties towards disabled pupils:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of Cheltenham College Preparatory School to increase access to education for disabled pupils in three areas required by the planning duties in the DDA:

- a) **Increasing access to the Curriculum:** increasing the extent to which disabled pupils can participate in the school curriculum;

- b) **Improving access in the physical environment:** improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) **Improving access to information:** improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The School's Context

Cheltenham College Preparatory School is an independent school for boys and girls age range 3yrs to 13+. The school comprises of several buildings covering a large site, mostly of one or two storey construction and includes several period buildings.

Cheltenham College Preparatory School is an inclusive school, which recognises the difficulties faced by those who may have disabilities whether physical or educational, including health and mental health needs. Cheltenham College Preparatory School will make reasonable adjustments to accommodate pupils, staff, parents or visitors with special circumstances who are part of the Preparatory School community. Pupils from Y3 upwards sit entrance tests to assess their ability to access a curriculum, which prepares pupils for Common Entrance exams.

The Preparatory School classrooms are, to a degree, generally accessible for non-ambulant and semi-ambulant pupils with both permanent and temporary ramps. The Boarding House does not have a lift so poses access problems for disabled pupils. Naturally pupils with impaired mobility and/ or significant visual impairment will be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities that the Preparatory School offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the Preparatory School at prohibitive cost. Whilst the Cheltenham College Preparatory School Development Plan will go some way to ameliorate the problem, it will not solve all the issues.

Cheltenham College Preparatory School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs for pupils with, or the potential to have, educational disabilities (we do not monitor physical disabilities).

The School's Aims

At Cheltenham College Preparatory School, we aim to equip pupils to lead fulfilled and purposeful lives by providing an excellent all-round education founded on Christian principles.

We value pupils as individuals with unique talents and interests, and aim to foster:

- Intellectual curiosity, academic rigour and the ability to learn independently;
- Talents and interests beyond the academic, which bring enjoyment and enrichment both to pupils themselves and to others;
- The knowledge, skills and attitudes to succeed in a complex, fast-changing, multi-cultural society, with compassion, sound judgement and integrity;
- Spiritual, moral and aesthetic awareness and a breadth of understanding;
- Commitment to the service of others and a readiness to contribute to the common good with respect for people and the environment.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The Disability Discrimination Act (amended for school 2001)
- The Equality Act 2010
- Standard Framework for Inspection
- Every Child Matters/Children Act 2004
- The new SEN Code of Practice 2014 / Code of Practice for Schools (Disability Rights Commission)
- The Children and Families Act 2014

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Head
- Deputy Heads
- Bursar
- SEN Co-ordinator/s
- The Head has overall responsibility for the review of the Accessibility Policy

Definition of Disability

- Disability is defined by the Equality Act 2010:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services (in accordance with our Admissions Policy)
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan
- in performing their duties, staff will have regard to the Code of Practice (2014)
- to recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- to set suitable learning challenges responding to pupils' diverse learning needs
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Activities to be undertaken by Cheltenham College Preparatory School to achieve objectives:

a) Increasing access to the curriculum: Increasing the extent to which disabled pupils can participate in the school curriculum.

Continue to identify ways to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits
- Identifying how classroom support arrangements, such as deployment of general and 1:1 teaching assistants, provision of ICT, contribute to, and enhance learning opportunities e.g. in-class learning support worker (LSW) support provided in lowest sets maths and English for Years 3-8, Chill and Chat group, Handwriting Support, Reading and Maths interventions and in class spelling support groups led by Lsws.
- Identifying ways that the school has ensured pupils have a voice in decisions that affect them, eg via School Council
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Strong links with local independent Educational Psychologists, Occupational Therapists and Speech and Language therapist to see their specialist

advice in increasing the inclusion of all pupils.

- Implementation of Exam Access Arrangements as appropriate

b) Improving access in the physical environment: Improving the physical environment of the school to increase accessibility for members of the school community and visitors with disabilities. Within the context of our listed building status, Council will prioritise resources to ensure that reasonable adjustments are made to accommodate those with accessibility needs.

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.
- Changes to outside of the school building e.g. provision of disabled parking etc.
- Review play surfaces for pupils with physical disabilities

c) Improving access to information: The school will provide information in alternative formats when possible. There is an option to view the webpages in high visibility.

Linked Policies

This Accessibility Plan will contribute to the review and revision of related school policies including:

- School Development Plan
- Development Review procedure
- Building and Maintenance Plan Induction Policy
- Learning Support and SEN Policy
- Equality and Diversity Policy
- Anti-bullying Policy
- Curriculum policies including assessment, recording and reporting policy
- Child Protection and Safeguarding Policy
- Entrance and Achievement Policy

Improving access to the physical environment – short term

Targets	Actions	Timescale	Responsibility	Outcomes
Cheltenham College Prep School will undertake an annual fire safety risk assessment and update the	Fire risk assessments carried out and reports provided	Annually	Health, Safety & Compliance Officer (using A&E Fire)	Remedial work to be planned and carried out appropriately –

Cheltenham College Prep School evacuation plan needed.				timescale to be arranged
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Improving access to the physical environment – medium term

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure fire exits to the Sports Hall are disabled friendly	Decide if rear exit doors must have ramp installed. Discussed and decided not viable	Complete	Estates Bursar	Safe place
The proposed new nursery building to comply with relevant statutory obligations regarding accessibility	Designs to ensure compliance with statutory requirements.	Complete	Estates Bursar	Safe teaching environment

Improving access to the physical environment – long term

Targets	Actions	Timescale	Responsibility	Outcomes
Investigate the use of and installations of portable hearing loops	Conduct a survey to identify needs Obtain estimates and conduct feasibility survey Review if a hearing loop is required by a Prep pupil. Estates Bursar and Dep Head (Aca) discussed and considered not necessary at the moment	Complete	Estates Bursar/Dep Head (Aca)	Estimate obtained for chapel; improved hearing technology renders this redundant for the present.

Consider the installation of a lift to the first floor of the Sports Hall	Discuss access and a designated viewing areas for wheelchair users. Discussed and not viable at this time.	Consider in any major refurbishment of the Sports Hall	Architects	Plans for the extension to the Sports Hall to be fully disabled compliant Reception area re-arranged.
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Improving access to the curriculum

Short Term

Continue to encourage staff to refer to Individual Learning guidance on the school intranet ISAMs database and Learning Hub Tracker	Highlight updated advice and strategies to staff following any specialist assessments. Regularly advise staff about updates on the Learning Hub tracker	Speak to staff about individual pupils. Raise staff awareness of pupil needs at weekly CR Briefings. Observe in class by SEN teachers	Feedback from Isws, lesson observations, discussions with staff pupils and parents	On going	Staff are aware of pupils' SEN needs and know how to support them in class
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Assess pupil progress	Ensure pupil progress is monitored across the school. Pupils complete relevant assessments	Pupils undertake Progress Tests in Maths, English and Science Pupils undertake on line CAT tests Pupils undertake Dyslexia / Dyscalculia Screening assessment as required. Test data disseminated to staff to inform their planning PJW / CEC review data to identify underperforming pupils and put action plans in place.	PJW to monitor that all required pupils are assessed	Annually	Pupil progress is closely monitored and action taken to address any identified underachievement or concerns re possible underlying specific difficulties which may be impeding pupil learning.
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Improving access to the curriculum
Medium Term and ongoing provision

Aims	Targets	Actions	Method of Evaluation	Timescale	Outcomes
Continue to build communication between Learning Support and curriculum departments and develop differentiation in lessons and across sets.	To ensure that staff have a better practical understanding of the learning profiles of pupils who have specific learning difficulties and / or EAL needs	SENCo to offer INSET to specific Departments as required. SENCo to observe subject lessons with the objective of identifying good practice in supporting specific learning differences and offering strategies for further consideration Raise staff awareness of pupil needs at weekly CR Briefings.	Formal and informal feedback from pupils and staff	On going	Support for Learning diversity becomes an ethos embedded within teaching and learning. Teachers feel confident and empowered to support pupils' specific learning profiles within the

					classroom. Pupils specific needs met. Differentiation achieved for all pupils across all subjects
Develop provision for more able pupils	To demonstrate the support of less able and the extension of the more able pupils	Raise differentiation at HODs Meetings on regular basis Through the Stretch & Challenge Programme offer curricular and extra curricular provision, opportunities and support for more able pupils.	Book scrutinies and HOD Meetings. HODs to update the Stretch & Challenge list HODs to co-ordinators to arrange S&C events and publish in Prep for the Week. Pupil feedback Recognition of success in specialist or academic fields	On going	Whole College ethos in which learning is valued and celebrate and develop pupils' specific strengths
Develop the skills and knowledge of staff working in the Learning Support Department.	Provision of adequate amount of SpLD trained teaching staff. Allow every member of staff the opportunity for CPD / or to attend relevant conferences.	Learning Support staff to attend relevant conferences and seminars All staff encouraged to take opportunities to promote their personal professional development. Learning lunches Programme allows the cascade of training course feedback to other staff	Development of assessment techniques and teaching strategies adopted by members of the department In-house assessments conducted for Exam Access Arrangements	On going	Improved assessment practice Exam Access Arrangements decisions made in-house by Learning Hub staff where possible

			Tracking of pupil progress over academic years via Learning Hub / EAL TRACKER document New digital tracker completed		
Maintain knowledge of statutory requirements	Members of the Learning Support department are kept fully aware of developments in the fields of assessment, teaching and learning strategies and legal framework of operation. Staff to attend relevant conferences.	Subscription to relevant SEN publications and attendance at relevant training courses	Staff are well informed with up to date knowledge Staff are well informed with up to date knowledge	Annual, on-going	College fulfils its statutory obligations
Improve the quality and involvement of all pupils in a breadth of extra-curricular activities.	More effectively record, report and monitor all pupils' involvement in extra-curricular activities and their successes.	Class tutors make more regular updates. Effective use of the profiles database. To enhance the extra-curricular programme to offer a greater range of opportunities for all, regardless of educational, cultural or physical differences.	Monitor pupil attendance at clubs and activities.	Annual, on-going	All pupils are fully involved in the life of Cheltenham College Prep School

Improving access to the curriculum
Long Term and ongoing

Transfer of pupils to Year 3 from Pre-Prep

Aims	Targets	Actions	Method of Evaluation	Timescale	Outcomes
Study skills	Monitor and develop further study skills to ensure they are fully embedded into Department provision	Monitor activities provided via HODS Deputy Head Academic to provide study skills talks as required to pupils for Years 5-8 via Thrive lessons. Deputy Head academic to give annual talk to parents on how to support children with Study skills.	Via book scrutinies Study skills program in Upper School run by OAJ/CEC Study skills talks to parents	Discuss at HODs meetings and via book scrutinies Study skills support on going.	Pupils to understand how to revise and be able to take responsibility for their own study for exams
Transfer of pupils to Year 3 from Pre-Prep	Make transition smoother. Hold more discussions and observations to ensure pupils' needs will be effectively met on transfer. Advise parents of charges from Yr3 onwards	Pre-Prep staff to flag up pupils of concern and scores. Pre-Prep / LS staff to meet to review pupils of concern. Meet with parents to discuss support on transfer. Define criteria to help make judgements about whether in class support is required. Write Protocol for SEN / EAL transfer. Assess SEN / EAL support provided in Pre-Prep Compared with Year 3 support	Review whether transfer has been smoother and pupils needs are better met – by assessing pupil performance in the first term of Year 3. CEC / AJT / RHN to be involved in the process and development of protocol and criteria	Ongoing	Better able to anticipate how pupils will cope at transfer and whether they will require additional support. Be able to organise such support in time for transfer to Yr3.
EAL Admissions	Review level of Admissions papers for Year 6 to ensure it is appropriate for our	BLW to implement and review new Year 6 Admissions EAL paper in liaison with Head of English.	Keep under review.	BLW, CEC Admissions	Gained better understanding of how Year 6 EAL pupils will cope with

	school expectations for EAL pupils Completed				Entrance@11 assessments Ongoing
	Review Admissions assessments of EAL pupils	Streamline Admissions process. Redraft Admissions flowchart. Continue to review with Admissions. Introduce UK set to streamline admissions papers for use with agents	Completed and review ongoing	BLW & CECAdmissions BLW HCD CEC to advise BLW	Assessment provides consistency for EAL support when new pupils joining The Prep. Achieve more streamlined approach Ongoing
EAL induction	Modify Introductory / Transition Booklet for new EAL pupils annually, as needed. To investigate opportunities to introduce online booklets	Ensure number of assessments taken by an EAL pupil on Taster Day is not excessive. Review how booklets are used during induction – ongoing Find an allocated time in timetable at start of term for BLW to meet EAL pupils as a group	Review ongoing and keep developing	BLW & HCD BLW/ CEC	Each new EAL pupil arrives with an introductory booklet to help with transition. Pupils feel more confident in settling into school, more aware of school expectations and terminology for key locations around school.

EAL assessment	Review introduction on the Bells Foundation Assessment	Bells to be used to inform planning and tracking progress. Each child to follow Bells programme	Termly review of each child's progress Ongoing	BLW/ CEC	Allows progress to be tracked More effective planning and support of EAL pupils.
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Improving access to information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Pupils helped to access information in class and school via a range of methods of differentiation	Staff to be aware of information relating to pupils' specific difficulties and needs. Staff to act on recommended strategies from Learning Support Tracker guidance to support pupils' access to information within school. Staff to refer to Learning Hub Tracker for specific strategies for pupils. SEN/EAL pupil information on ISAMS and Learning Hub Tracker to be kept up to date by Learning Hub staff.	On-going with support as required On-going with support as required from Learning Hub	All staff	Through differentiated lessons and support as required – pupils are able to access all information in school.
Medium Term	Monitor differentiation across curriculum subjects.	Conduct work scrutinises CEC to Conduct pupil pursuits	On-going	Head of LS and all staff	Ensure work is differentiated to meet pupil needs
Long Term	Review all testing materials in the Learning Hub so Learning Hub staff are able	Purchase and train on using a range of more complex testing kits e.g	Ongoing	Learning Hub staff	The identification of children will more complex SEND

	to carry out a wider range of individual tests to highlight children with SEN. These will include ASD, ADHD. Learning Hub Staff will be able to identify more effectively these needs and then provide support for these children	CONNORs to identify a more complex range of SEND needs			improves and therefore the support for them also improves.
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