

Milton Keynes Preparatory School

Accessibility Plan 1 September 2025 to 31 August 2028

The Accessibility Plan refers to the Equality Act 2010. This policy is applicable to all staff and pupils including the Early Years Foundation Stage (EYFS). This document is available in written format upon request.

The Equality Act 2010 makes it unlawful for the school to discriminate against, harass or victimise a staff member, pupil or a potential pupil in relation to:

- The Admissions process - pupils
- The Recruitment process - staff
- The provision of education for pupils, including access to the school facilities and extra-curricular activities
- Protected characteristics, including race, sex, disability and religious belief.

The school's Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education DfE guidance for schools on the Equality Act 2010

The school's Accessibility Plan should be read in conjunction with the following school's policies and procedures:

- Equal Opportunities Policy
- SEN and Disability Policy.
- Health and Safety Policy.
- Risk Assessment Policy.

DEFINITION OF 'DISABILITY'

The Equality Act 2010 states that : a person has a disability if: they have a physical or mental impairment. the impairment has a substantial and long-term adverse effect on their ability to. perform normal day- to-day activities.

'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'.

MONITORING AND REVIEW OF THE ACCESSIBILITY PLAN

The Accessibility Plan will be monitored regularly by the Proprietor, Head and/or the school's Governing Body and who are responsible for its implementation and for ensuring that adequate resources are provided to implement the plan.

REASONABLE ADJUSTMENTS

The school ensures that no disabled pupil will be placed at a disadvantage compared with other pupils. However, where the school has to, the school will make sure that it takes reasonable steps to try to avoid that disadvantage.

The duty to 'make reasonable' adjustments does not include a duty to change physical features.

When it is reasonable to do so, the school will provide auxiliary aids for the pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared with other pupils.

Where the pupil has an Education and Health Care Plan (EHCP) in place, the school will, as far as is reasonably practicable undertake to make reasonable adjustments to accommodate the requirements specified in the EHCP. Where there is no EHCP in place, there should be no assumption that the school will provide auxiliary aids as a reasonable adjustment.

There is no legal definition of auxiliary aid. The school will interpret this as meaning any helpful supporting device, including adaptive keyboards, height-adjustable desks, curriculum resources and special software.

The school will consider the needs of the individual pupil and in consultation with the parent and/or medical advisors agree on what reasonable adjustments should be made.

Milton Keynes Preparatory School Accessibility Plan – 2025-2028: Increase the extent to which disabled pupils can participate in the school's curriculum

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS MEASURES	REVIEW PERIOD 2025-2028
The evolving curriculum remains accessible .	Our school offers a differentiated curriculum for all children. The curriculum is reviewed to make sure it meets the needs of all children. Class teachers and HODs address areas identified for improvement . Areas for improvement are also identified through observations, book scrutiny's and curriculum planning reviews.	Short term:					
		To review the needs of the children half termly to ensure effective deployment of support staff.	Feedback from HODs regarding effectiveness of support staff with identified children. Timetable modified accordingly to ensure that provision is deployed effectively	Deputy Head – Curriculum, assessment and achievement. Deputy Head – Pastoral SENDCo	Half termly, and as new children join the school throughout the year.	Children receive appropriate support through the effective deployment of staff. Timetable adjustments implemented effectively.	Autumn 2025 Summer term data analysed and support staff allocated accordingly to meet the needs of the children. Timetables shared with staff. Oct 2025 – modification of support staff deployment.
		To ensure that pupils receive timely focused interventions that fit to need.	Monitor that graduated response meets the needs of individual children.	Deputy Head – Curriculum, assessment and achievement. Deputy Head – Pastoral	Half termly, and as new children join the school throughout the year.	Progression of children is evidenced following interventions.	October 2025 – needs identified, and targeted intervention groups commence

	We use resources tailored to the needs of pupils who require support to access the curriculum. Planning ensures adaptive teaching. Curriculum resources include examples of people with disabilities.	To continue observations, book scrutiny's and curriculum planning review to ensure that progress is evident for children with disabilities.	Termly observations, book scrutiny's and planning reviews.	Deputy Head – Curriculum, assessment and achievement. Deputy Head – Pastoral SENDCo Head of Prep Head of Pre-Prep Head of EYFS HODs	Termly	Progress of disability children is observed. Adaptive teaching is evident through planning and implemented as observed in lessons. Increased access to an appropriate curriculum for all children.	Autumn 2025 Curriculum planning reviewed, book scrutiny completed across all departments and recommendations made to staff
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	Curriculum progress is tracked for all children, including those with a disability. Targets are set effectively and are appropriate for children with additional needs. Teachers use IEPs and EHCP's to plan for individual children's ability and needs. In-house Dyslexia specialist providing support for children, parents and teachers. Teachers are skilled to support children with disabilities – CPD annually (Dyslexia) Deploy Teaching Assistants effectively to support the children's participation. Provide the necessary support for children in assessment situations.	To ensure that staff receive all necessary training from external agencies for the needs of children – for example Epi-pen, epilepsy and first aid	Appropriate training provided. Health Care plans distributed to relevant staff	Director of Child Welfare Matron	Annually, and as new children join the school throughout the year.	Staff have appropriate knowledge and understanding of medical requirements for children with health care plans	September 2025 – Review all staff Smartlog training. Health Care plans and PEEPS shared. Sept 2025 New and existing PEEPS shared with staff. Health Care plans shared. Sept 2025 - Pediatrics first Aid training completed by identified staff across departments
	Medium term:						

	Trips take into account children with disabilities (and children with specific medical needs) Specific risk assessments in place for children with additional needs and all staff made aware of actions.	To address and ensure disparity in achievement for disability children is targeted.	Termly Assessment data analysed with a focus on disabled children's achievements. Identified subject areas and children for targeted intervention.	Deputy Head – Curriculum, assessment and achievement.	Termly	Any disparities in achievement are identified promptly through the regular analysis ensuring that children receive appropriate support to access the curriculum.	Autumn 2025 Summer term data analysed and disparities identified. Discussion with HODs (Maths/English) to ensure that adaptive teaching is evident in planning, lesson observations and proposed intervention/consolidation requirements. October 2025 targeted intervention groups commence. Parents informed of provision offered.
	Long term:						
		To ensure that all new equipment purchased for teaching will be considered as to its suitability for use by children with disabilities.	Staff to identify effective resources to support the needs of the children. Senior management to review suitability of resources required and action accordingly.	SMT HODs	Annually	Resources enable all children to access the curriculum. Budget allocation for resources to ensure an accessible curriculum	

		Teachers are knowledgeable and are skilled to support the needs of pupils with disabilities.	To identify appropriate CPD opportunities for staff to engage in. Lead practitioners to support and guide staff internally	Deputy Head – Curriculum, assessment and achievement. Deputy Head – Pastoral Dyslexia Specialist	Annually	Individual Education Plans and Education and Health Care Plans reviewed termly/ annually. Individual Education Plans and Education and Health Care Plans written and shared with all staff and strategies for adaptive teaching shared.	September 2025 IEP's reviewed and new targets shared with staff. Sept/Oct 2025 - IEPs reviewed and meeting scheduled with parents Nov 2025
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Milton Keynes Preparatory School Accessibility Plan – 2025-2028: Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the school

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS MEASURES	REVIEW PERIOD 2025-2028
To improve and maintain access to the physical environment .	The physical environment remains accessible. Regular health and safety walks to observe the environment.	Medium term:					
		The learning environment of children with visual or hearing impairments is accessible.	Liaise with key professionals to ensure that all staff are fully aware of the needs of individuals with hearing and visual needs.	Deputy Head – Pastoral SENCo	Termly, and as new children join the school throughout the year.	Needs of individuals are met therefore additional need is not hindering progression. Specific plans are in place to ensure that the individual needs of children are met.	

	Classrooms are optimally organised to promote the participation and independence of all children. Advice from specialists is acted upon – coloured overlays, coloured paper, font size and type. The environment is adapted to the needs of the children as required. This includes: Ramps Disabled parking bay	The physical environment is accessible to individual children (and children or staff with specific medical needs)	Continue to act on an individual basis to the needs of the children. Case by case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed especially in light of changing needs Personal Emergency Evacuation Plan (PEEP) is reviewed and shared with all staff ensuring effective implementation	Matron Deputy Head – Pastoral SENCo H & S Lead	Termly, and as new children join the school throughout the year.	Needs of individuals are met therefore additional need is not hindering progression. PEEPs in place and amended to reflect change.	September 2025 Health and Safety Audit.
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		To provide appropriate playground equipment (within reason) according to the children's needs	Continue to act on an individual basis to the needs of the children. Case by case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed especially in light of changing needs.	HODS	Termly, and as new children join the school throughout the year.	Needs of individuals are met allowing engagement in playground activities.	
		To ensure that a pathway is accessible to all areas of the school (if possible) to all children including any with disabilities.	To install if necessary, signage along the correct pathways for disabled access. To ensure appropriate access.	Site and H&S Manager SMT	Termly, and as new children join the school throughout the year.	Pathways to all areas of the school (if possible) are accessible to all children including any with disabilities. Effective signage is displayed identifying appropriate routes.	September 2025 Health and Safety Audit.
		Long term:					
		To improve the disabled parking provision	Review the specific location of the disabled parking bay to allow enhanced access and increase provision.	SMT Site and H&S Manager	Aug 2023	Disabled parking provision is increased and access is widened.	Sept 2025 Monitoring of disabled parking usage ongoing Accessibility enhanced - car parking supervision

		Ensure that the physical environment is accessible for all site users / visitors	Review of the physical environment to ensure that there are no accessibility barriers.	SMT Site and H&S Manager	Termly, and as new children join the school throughout the year.	All user and visitors have equal access to the physical environment both inside and outside of the school's buildings.	September 2025 Health and Safety Audit.
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Milton Keynes Preparatory School Accessibility Plan – 2025-2028: Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW PERIOD 2025 -2028
To improve the delivery to disabled children of information which is readily accessible to children who are not disabled.	Staff are aware of resources required to ensure information is readily accessible to children. Range of communication methods to ensure information for all children is accessible.	Short term:					
		To raise the awareness of adults working at and for the school on the importance of using a range of communication systems according to individual need.	Provide necessary CPD to meet requirements. Liaise with key professionals to ensure that all staff are fully aware of the needs of individuals.	SENDCOs Dyslexia Specialist	Termly, and as new children / families join the school throughout the year.	Needs of individuals are met therefore additional need is not hindering progression. Staff are well informed of the varying needs of individuals and receive appropriate guidance to support.	September 2025 IEP's reviewed and new targets shared with staff.
		Medium term:					

	Curriculum resources include examples of people with disabilities.	Children, parents and staff with visual impairments have availability of written materials in alternative formats	To ensure the distribution of information for children and parents is accessible	SMT	Termly, and as new families join the school throughout the year.	Written information is shared in different formats when required for individual purposes on request.	
	Adaptive curriculum delivered to ensure all children can progress.	Long term:					
	Pictorial and symbolic representations used widely.	Audit school library and reading scheme to ensure that it meets the needs of all children	Audit of all resources undertaken. Large print and braille content identified	School Librarian SMT	Annually	Wide variety of resources that are inclusive are identified in the Audit Children feel able to participate equally when accessing reading material.	Autumn 2025 Review of text maintained in the library. New texts reviewed.

The Accessibility Plan has been reviewed in September 2025 and will be reviewed on or before August 2026.