



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

ACCESSIBILITY PLAN Including EYFS

ISI Code:
Policy Author:
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Next Review by Governor Body Due:

I7B Accessibility Plan including EYFS
Lisa Masarati SENCO
September 2024
September 2027
December 2024
December 2027

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have high ambitions for all pupils and expect them to participate and achieve in every aspect of school life.

Reigate St Mary's Preparatory and Choir School strives to be a fully inclusive and welcoming school. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our Admissions Policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

IMPROVING ACCESS TO THE CURRICULUM				
Aim: Increase access to the curriculum for pupils with a disability				
Area for Improvement	Current Good Practice	Actions to be Taken	Person Responsible	Date to Complete Actions
Raising awareness of disability issues with the school community	<ul style="list-style-type: none"> • A differentiated curriculum for all pupils with an ongoing focus on staff training and CPD in this area. • A wide range resources tailored to the needs of pupils who require support to access the curriculum • Data tracking with a focus on pupils with SEND and disabilities so we can respond quickly and efficiently to any concerns regarding attainment and progress. 	<p>Provide training for Governors and staff. Discusses perception of issues with staff to determine the current status of school.</p> <p>PSHE curriculum</p> <p>Form focus – regular pupil updates</p> <p>Develop the use of pupil snapshots for all pupils with SEND and disabilities</p>	<p>Lisa Masarati</p> <p>Sarah Page</p> <p>Lisa Masarati</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Complete</p>
To ensure that all staff are confident at making reasonable adjustments to ensure all children in their class fully access all learning experiences and make progress	<ul style="list-style-type: none"> • Class provision maps to ensure all adjustments and individual needs are captured in one document and all current and new staff are fully aware of need. • Close working with a wide range of external agencies and therapists to ensure a joined up approach to meeting pupil needs. 	<p>INSET and staff CPD through phase meetings on differentiation and nurturing and developing study skills</p> <p>Monitoring focus for lesson observations.</p> <p>Planning to include 'all', 'most,' 'some' objectives.</p> <p>Increased use of scaffolds</p>	<p>Lisa Masarati</p> <p>Sam Selkirk</p> <p>Kate Gibb</p> <p>Class Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Improve communication and awareness of pupil needs to specialist staff	<ul style="list-style-type: none"> • A clear process for providing access arrangements for assessments ensuring that supporting staff are clear in their role. • Ensuring all pupils have the 	<p>Emphasis on class provision maps and ensuring these are kept up to date and shared with all staff that teach the class to ensure information sharing.</p> <p>Develop the use of pupil snapshots</p>	<p>Lisa Masarati</p> <p>Class Teachers</p>	<p>Ongoing</p> <p>Complete</p>

	opportunity to participate in extra-curricular activities and school trips.	for all pupils with SEND and disabilities. Develop procedures to share with external staff and visitors (RGS etc)		
Provision/support to facilitate independence.		Audit of classroom environment and resources to facilitate independence. Develop class toolkits Monitoring of LSA support through performance management cycle to ensure a focus on independence and avoid over-reliance on adult support. Differentiation CPD for teachers (see above).	Lisa Masarati Kate Gibb Sam Selkirk	At start of each academic year July 2025 Ongoing Ongoing
Developing the use of technology		Keyboards for ipads available for Touch typing club/class sessions Investigate the use of dictation software and reading pens.	Lisa Masarati Simon Williams	Ongoing July 2025
Access to games and sports activities		Training for sports staff regarding appropriate activities and support for pupils with mobility issues/DCD/Dyspraxia and other motor difficulties. OT training for sports staff	Lisa Masarati Rob Forsyth	July 2025
Access to extra-curricular activities		Monitor and detail achievements in extra-curricular activities for pupils with disabilities. Audit of participation to ensure pupils with disabilities are accessing extra-curricular activities in comparison to	Kate Gibb/ Tim Austin	Ongoing Complete

		peers.		
Awareness of the views and aspirations of disabled pupils and their parents and any parents/carers with disabilities.		Parent questionnaire on disability. Parent forum Pupils voice on ISP and when reviewing targets/provision – collected termly.	Lisa Masarati	July 2025 Ongoing Ongoing

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
Aim: Improve and maintain access to the physical environment				
Area for Improvement	Current Good Practice	Actions to be Taken	Person Responsible	Date to Complete Actions
Ensure access for all children to classroom, outside and shared areas.	The school environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps to ensure all buildings are accessible at ground floor level • Lift to all floors of Beech House • Designated disabled parking • Disabled toilets and changing facilities • Appropriately levelled hand rails at entrances and exits 	Review accessibility needs for individuals and across year groups/phases. Allocate specific classrooms/buildings as appropriate. Make adjustments and modifications as required, for example, hand rails, lowering pegs, lowering/raising light switches provision of quiet area for calm.	Roisin Gibbs Lisa Masarati	Annually Ongoing - cohort dependent
Evacuation procedures		Provision of an 'Evac' chair/wheelchair in school to support pupils with mobility difficulties during evacuation procedures and moving longer distances around the site and to RGS.	Roisin Gibbs Lisa Masarati	Completed
Ensure new well-being room is accessible to all pupils.		Liaise with contractors, ensure spaces and layout is accessible for individual needs.	Andrea Gower Roisin Gibbs	Completed

Improve wheelchair access.		To review areas where access is difficult. This includes Sunnyside building, IT and Mac Suites, Art Room.	Roisin Gibbs Lisa Masarati	July 2026
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IMPROVING ACCESS TO INFORMATION				
Aim: Improve the delivery of information to pupils and families				
Area for Improvement	Current Good Practice	Actions to be Taken	Person Responsible	Date to Complete Actions
Consider availability and access to information for the following groups: -visually impaired -hearing impaired -dyslexic	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Audit school signage and communication. Consider how information is presented for all pupils, parents and visitors who need an alternative to standard print.	Susan Trantor Roisin Gibbs Lisa Masarati	Ongoing
Consider availability of written material in alternative languages.		Introduction of: <ul style="list-style-type: none"> • Braille – on signage and key entrances and exit points 	Roisin Gibbs Lisa Masarati	July 2026

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- SEND Policy and information report
- Supporting pupils with medical conditions policy