



Accessibility Plan

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Reviewed by: Governing Body

Version 1.2

1 TABLE OF CONTENTS

1	Table of Contents	2
1	Availability of the Policy (Reg 33(b))	3
2	Introduction	3
3	Aims of the Accessibility Plan	3
4	Availability of the Policy (Reg 33(b))	4
5	Responsibilities Towards Employees with Disabilities	4
6	The Accessibility Audit.....	4
7	4. Action Plans	5
7.1	Access to the Curriculum – Action Plan	5
7.2	Access to the Physical Environment – Action Plan.....	6
7.3	Access to Information – Action Plan	6
8	Conclusion	7

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

1 AVAILABILITY OF THE POLICY (REG 33(B))

This policy is available to all parents and carers:

- On the school website: www.daffodilprepschool.org.uk
- In printed form upon request from the school office

2 INTRODUCTION

At Daffodil Preparatory School, we are dedicated to providing an inclusive learning environment where all pupils, staff, parents, and visitors are able to access our facilities, curriculum, and wider school life. We recognise our responsibility to remove barriers to participation and ensure that every individual, regardless of ability or need, is given equal opportunities to succeed.

This Accessibility Plan outlines how we promote access through the curriculum, teaching and learning, the physical environment, and the provision of information. It also sets out our commitments under the **Equality Act 2010** and the **Independent School Standards Regulations (ISSRs)**, ensuring that we actively plan for and respond to the needs of all members of our school community.

Our approach reflects the expectations of **Ofsted**, which require schools to demonstrate inclusive practice, effective safeguarding, and the active promotion of **British Values**. In doing so, we aim to create a culture of respect, fairness, and opportunity, enabling all pupils to thrive and reach their full potential.

3 AIMS OF THE ACCESSIBILITY PLAN

This plan outlines how Daffodil Preparatory School (DPS) aims to improve access to education for pupils with disabilities, as required by the planning duties in the Equality Act 2010.

A person has a disability 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.

This plan aims to:

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

These aims will be delivered within a **reasonable timeframe** and in ways that take into account pupils' disabilities and the views of parents and pupils. DPS will also ensure **adequate resources** are allocated for the implementation of this strategy.

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5 RESPONSIBILITIES TOWARDS EMPLOYEES WITH DISABILITIES

DPS recognises its responsibility towards employees with disabilities and will:

- **Monitor recruitment procedures** to ensure equal opportunities.
- **Provide appropriate support** for employees with disabilities to help them carry out their work effectively.
- **Undertake reasonable adjustments** to ensure accessibility in the workplace.

This plan will be **resourced, implemented, reviewed, and revised** in consultation with:

- Parents of pupils
- The Headteacher and relevant staff
- External partners

6 THE ACCESSIBILITY AUDIT

DPS will conduct regular Accessibility Audits to assess:

i. Access to the Curriculum

- Evaluating how pupils with disabilities access learning on an equal basis with their peers.

ii. Access to the Physical Environment

- Ensuring that the school's infrastructure supports mobility and inclusivity for all students.

iii. Access to Information

- Reviewing how pupils with disabilities receive information and identifying areas for improvement.

When conducting the audit, the school will consider all kinds of disabilities, including:

- **Ambulatory disabilities** – Wheelchair users and those with mobility impairments.
- **Dexterity disabilities** – Pupils with fine motor difficulties.
- **Visual disabilities** – Pupils with vision impairments or sensitivities.
- **Auditory disabilities** – Pupils with hearing impairments or sensitivities.
- **Comprehension difficulties** – Pupils with autism, dyslexia, or other hidden disabilities.

Findings from these audits will guide short-, medium-, and long-term actions to address accessibility gaps.

7 4. ACTION PLANS

7.1 ACCESS TO THE CURRICULUM – ACTION PLAN

Target	Responsible Person(s)	Outcomes / Success Criteria
Produce learning aids for pupils with disabilities.	SENCO, Teachers	Resources (e.g., dyslexia-friendly materials, large print) available for use.
Provide intervention training for support staff	SENCO	Support staff can effectively assist pupils with disabilities.
Conduct termly learning support meetings.	SENCO	Pupil needs are reviewed and addressed.
Provide training for teachers on differentiation strategies for disabled pupils.	Headteacher / SENCO	Teachers can meet the requirements of disabled pupils
Ensure staff are trained to meet individual medical needs of pupils where applicable.	Headteacher	Staff complete necessary training for specific medical conditions.

7.2 ACCESS TO THE PHYSICAL ENVIRONMENT – ACTION PLAN

Target	Responsible Person(s)	Outcomes / Success Criteria
Ensure wheelchair access to all areas of the school.	Headteacher / SENCO	The school remains fully accessible via ramps and a lift (supervised use).
Maintain a disabled access toilet on each floor.	Headteacher	A disabled access toilet is available on each floor.
Install visual emergency alarms.	Headteacher	Visual alarms fitted for students with hearing impairments.
Ensure all internal doors are accessible for wheelchair users.	Headteacher	Wheelchair-accessible doors are installed where needed.
Ensure easy access to the Medical Room.	Headteacher / SENCO	Pupils needing medical attention can be safely escorted via the lift.

7.3 ACCESS TO INFORMATION – ACTION PLAN

Target	Responsible Person(s)	Outcomes / Success Criteria
Provide curriculum information in alternative formats (Large print, Braille, pictorial representations).	SENCO	Pupils can access information in a format that meets their needs
Ensure signage is clear, accessible, and suitable for non-readers .	Headteacher	All pupils can navigate the school easily.
Work with local authorities to provide alternative formats (e.g., text-to-speech).	Headteacher	Pupils receive information in the most effective format.
Ensure students with hearing impairments use their hearing aids in lessons.	SENCO	Pupils with hearing difficulties have appropriate support in class
Ensure students who require large print materials sit at the front.	Teachers / SENCO	Visually impaired pupils have clear access to the whiteboard.

8 CONCLUSION

Daffodil Preparatory School is committed to ensuring **equal opportunities** for all pupils and staff. This **Accessibility Plan** will be monitored regularly and reviewed annually to ensure that the school continues to provide an inclusive and supportive environment.

For any queries, please contact:

 headteacher@daffodilprepschool.org.uk