



RECORD OF REVIEW

DATE	AMENDMENTS
31.03.22	Record of review sheet added
15/9/22	- Changes made to the 3-year plan to reflect actions completed and further actions that need to be completed. - Review of accessibility plan added as an appendix to the document.
20/9/23	- Updated placement of classes to reflect where different year groups are. - Completed review of plan targets - Altered numbers and type of SEND to reflect current needs
26/9/24	- Updated details of current development - Additional information of a pupil with a disability - Updated SEND numbers - Updated targets and review of previous ones
25/02/25	Section added covering access to information
06/02/26	Update with SBM (Sarah Handy), Site Manager (Chris King), Deputy Head/DSL (Amber O'Sullivan) due to new building, facilities and physical environment at the school
06.08.2026	Update with new SBM (Chris King)



ST DAVID'S PREP

ACCESSIBILITY PLAN

INTRODUCTION

ETHOS

St David's actively grows young learners and leaders who are encouraged to promote the core values through their learning and everyday experiences. St David's is a school that develops values and confidence in every pupil, to help to prepare them for life at and beyond school. This is done through a broad and holistic education. All pupils should have an experience that includes a better understanding of their place with others and in the world, and their responsibility to the environment in which they live. This co-exists with a rigorous academic education, where hard work is seen as a core virtue.

Our core values are our strong sense of community, our community spirit, our respect and kindness for one another and our willingness to work hard and grow in confidence, summarised in the qualities of our Language of Learning (perseverance, resilience, self-motivation, independence, curiosity, creativity, responsibility, respect and kindness, and reliability).

AIMS OF THE ACCESSIBILITY PLAN

The school acknowledges its duty towards all in the community who have a special educational need or disability (SEND). Where pupils and prospective pupils are concerned, St David's Prep acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2021 (SENDA). In line with all pupils in the school, our aim for pupils with special needs and disabilities is:

- To provide a disciplined, respectful, safe and inclusive environment that allows the development of the academic, personal and social potential of each child
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative and curious to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

St David's Prep has written this accessibility plan to take into consideration the requirements of SENDA. In accordance with Schedule 10 of the Equality Act 2010, St David's is required to have a 3-year accessibility plan which addresses:

- increasing the extent to which SEND pupils can participate in the school curriculum
- improving the provision of information to pupils with SEND (which is already in writing for pupils who are not disabled)
- improving the physical environment of the school in order to increase the extent to which SEND pupils are able to take advantage of education and associated services of the school

The Equality Act defines disability as follows: 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out everyday activities. A person with special needs is a person who has significantly greater difficulty in learning than the majority of pupils of his/her age.

We value the diversity of the school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life; we therefore seek to remove barriers to entry for pupils with special needs and/or disabilities.

This plan is for the period January 2026 to January 2029, but will be reviewed to reflect any changes in legislation or guidance.

CONTEXT

As of January 2026, St David's Prep has 31 pupils on the SEN register (Waves 2/3) who have a variety of individual needs, we also have 1 pupil with an Education, Health and Care Plan (EHCP):
EHCP (enhanced support) 1 pupil (physical disability)

Wave 3 (Enhanced support) 20 pupils (ASC, SPLD, dyslexia, speech and language, Cystic Fibrosis and SEMH)

Wave 2 (Integrated support) 11 pupils (Literacy difficulties, Maths difficulties, ASC and Hearing Impairment)

All pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips.

We take a fully inclusive approach to staff recruitment and aim to appoint the best person based on their skill set and regardless of any disability they might have. We have 1 member of staff with medical needs (diabetes) and they are provided with the necessary support for their roles.

At Wishford schools, the management team of each individual school commits to:

- Review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- Make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- Prepare the school's disability inclusion, SEND and learning support policy
- Prepare the school's accessibility audit
- Review such plans and policies as necessary
- Ensure the plan is reviewed annually by a member of the Wishford board

ACCESS TO THE CURRICULUM and INFORMATION:

The school prepares pupils for a variety of secondary school options at 11+, this includes the children who are receiving extra support for a variety of needs, including grammar schools, scholarships at independent schools and places at Bromley or other LEA schools. We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This would include any pupils with a statement and those for whom English is an additional language.

Access to information for children and adults in the school community can be adapted as appropriate to needs that arise. Where appropriate, advertisements will be printed in large font as well as key information. For students from overseas key information for parents and carers will be translated.

Information for pupils or parents/carers with visual impairments can be accessed through enlarging of fonts and by having larger signs in the classrooms necessary.

Providing all pupils with access to the curriculum is an ongoing and continuous process. A review of the accessibility plan actions is in Appendix 1.

Our plan for the next 3-year period is as follows:

Short Term Jan 2026 – Jan 2027	Medium Term Jan 2026 – Jan 2028	Long Term Jan 2026- Jan 2029
• SENDCO to keep up to date with changes in legislation and their effect on access to the curriculum for all pupils • All pupils to be tracked and monitored using PIRA/PUMA/GAPS assessments. These will allow us to make adjustments to suit individuals • Review PSHEE curriculum to ensure disability is taught effectively. • Investment and training in tools to enable VI pupil to have increased access to learning materials • For our pupil with Cystic Fibrosis ensure that constant communication allows him to access the curriculum that his peers can, ensuring reasonable adjustments are made	• Continue to ensure all pupils on Wave 3 and with EHCP have pupil profiles which are regularly updated • Ensure that 1:1 support assistant for EHCP pupil is trained in all relevant areas • Ensure that touch typing is added into the curriculum for our older pupils (Year 4 and 5) • Review information available for parents/carers to ensure it is accessible • Ensure that staff are trained on the needs of different adults and pupils and what adjustments they may need to access information • Include more visiting speakers in our school classes and assemblies to inspire pupils e.g. women in space and dyslexic adults with careers • Ensure that the Fundamental British Values are regularly referred to and that these are taught discretely. • Ensure that there is a bank of resources for SEND pupils to use as required – writing slopes, footrests, fidget aids, coloured paper etc	• Invest in tools for aiding SEND pupils including assistive technology e.g. voice recognition tools • Provide children with opportunities to meet with people with a variety of disabilities • Always ensure that recruitment is adhering to EDI principles

PHYSICAL ENVIRONMENT:

St David's Prep occupies six acres of extensive grounds in the heart of residential West Wickham. There are classrooms, administrative offices, catering facilities, dining and cloakroom spaces spread across 6 buildings.

In the main building, the school reception and Years 1, 2 and one Year 3 class are accessed at street level, with one small step at the main entrance. Year 2 is accessed via a single deep step down from the main corridor. On the lower ground floor, the other Year 3 class, the cloakroom, children's toilets and the multipurpose school hall are accessed via staircases. There is a newly installed lift from street level to the main hall and kitchen, office and store, but due to a split/mid-level, the remainder of the lower ground remains only accessible via stairs.

In the new building, Years 4, 5 and 6 are situated over two levels with toilets facilities (including accessible) and a lift providing access to all areas. In case of emergency, there is also a refuge point with call alarm system in place. The building's design means all classrooms open to fresh air and there are secondary exits from the upper level and within the circulation areas.

In the Early-Years building, Pre-Reception and Reception classes and the STEAM room are situated across ground level and accessed via its own entrances to the front and rear. There are two steps down to access the play area at the rear of the reception classroom and a ramp down to access the play area in pre-reception.

There is a separate building, known as the music block, which all students visit for music and drama lessons. This building has wheelchair access and a single wheelchair accessible toilet.

The remaining buildings are The HUB & The Lookout. These are small single room structures for some breakout learning. There are also further outdoor learning spaces in various spaces across the site.

Access to the field and sports courts/pitches is via external staircases and a track which is uneven in places. It can be a challenge depending on the route through site, but we do have flat level access from the front of site to the bottom of the field via the vehicle access gate if necessary.

Short Term Jan 2026 – Jan 2027	Medium Term Jan 2026 – Jan 2028	Long Term Jan 2026- Jan 2029
• To be aware of accessibility needs and create individual plans as required. • To ensure appropriate specialist equipment and sensory aids are available for specific pupils and staff in response to need. • Accessibility to ramps as needed. • Updating of yellow lines where needed to support pupils with visual impairment • Continue to ensure that sports facilities e.g. astroturf courts, are accessible to our pupil with a visual impairment	• To ensure that accessibility markers are clear around the school • PEEP's as needed • When new equipment is purchased, consider its suitability for pupils with SEND and ensure that every effort is made to purchase equipment that best meets the needs of these pupils	• Identify any further areas where improvements to accessibility of the site can be made and action as appropriate or as we feel necessary • To ensure that the SENDCo, Early Years, Sports team, Site Manager and School Business Manager continue to edit and amend this policy if necessary • Continue to be flexible in terms of keeping the physical environment safe as and when needs arise

Continue to be aware of the needs of a pupil with cystic fibrosis and refer to risk assessment where necessary		
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MONITORING AND REVIEW

The SENDCO (currently AOS) is responsible for reviewing the targets in conjunction with members of the senior leadership team. She will include the School Business Manager, Site Manager, Sports team and a member of the Early Years team.

Appendix 1 – Review of Accessibility action plans

Review of Curriculum Related Accessibility plan actions

Review of previous targets Sep 2023 – Sep 2024	Short Term Sep 2024 – Sep 2025
- Ensure that staff have training for pupils with SEND (staff meetings provided on supporting pupils in the classroom that have not yet been given a formal diagnosis). Training with a SEND specialist was recently cancelled due to illness but will be rescheduled - Provide training for staff in how to develop inclusion, equality and diversity teaching through story books (No outsiders training Autumn 2022 to develop EDI through story books) - Order resources to support EDI teaching for classes and library (literacy coordinators ordered many books, English curriculum reflects EDI issues) - Maintain monitoring for pupils with SEND (Spreadsheet in place which shows all SEND pupil needs as well as interventions and recommendations from reports) - Continue to use laptops for some pupils in prep school for some longer writing (identified pupils in years 4, 5 and 6 have use of laptops. These are recommendations from formal dyslexia reports) - Apply for any Year 6 pupils who require extra time for SAT's or other external exams (Autumn 2023, access	- SENDCo to keep up to date with changes in legislation and impact on pupils (ongoing) - Develop touch typing for pupils in Prep school (this happens twice a week in year 4 and 5 as of September 2024) - All pupils to be tracked and monitored using PIRA/PUMA/GAPS assessments. These will allow us to make adjustments to suit individuals (continuous- AOS to work alongside HBi and CH to identify wave 1 pupils once each terms assessments have been completed. Monitor the results of all pupils on wave 2 and 3) - For our pupil with Cystic Fibrosis ensure that constant communication allows him to access the curriculum that his peers can, ensuring reasonable adjustments are made (continuous conversations are happening between parents and school. These allow for him to access the curriculum as his peers can but with adjustments made. Meetings held with school caterers to ensure that fat content of food is tracked)

arrangements applied for independent school exams)

Review of Physical Environment Accessibility Audit (Sept 2023)

Review of previous targets Sep 2023 - Sep 2024	Medium Term Sep 2024 – Sep 2025
• To be aware of accessibility needs and create individual plans as required (ongoing, plans and risk assessments created as required for specific pupils) • To ensure appropriate specialist equipment and sensory aids are available for specific pupils and staff in response to need (we now have a range of resources available for pupils e.g. wobble cushions, stretch bands on chairs and devices.) These resources will need to be continually updates dependent on the need of the pupils in our school • Updating of yellow lines where needed to support pupil with VI (ongoing and updated throughout the year) • In consultation with Wishford group personnel, any planning for future development or improvements to the school site and facilities will provide suitable disabled provision and increase accessibility for disabled pupils, staff and visitors to the school (the current development in progress was designed with everyone in mind. There will be a lift and ramps included in the building to ensure accessibility for everyone.)	• Continue to ensure that sports facilities e.g. astroturf courts are accessible to our pupil with a visual impairment (one of the astroturf courts is being refurbished during October half term 2024) • Ensure that there is a bank of resources for SEND pupils to use as required – writing slopes, footrests, fidget aids, coloured paper etc (we have 2 children who use coloured paper and one also has tinted glasses. We have a bank of resources but these can continually be added to)

Green indicates action completed.