



West House
INDEPENDENT PREPARATORY SCHOOL FOR BOYS

Accessibility Plan 2026-2027

Policy Title:	Accessibility Plan 2026-27
Last Review:	August 2026
Next Review:	August 2027
Responsibility:	Bursar
Other relevant policies:	• Teaching and Learning Policy • Curriculum Policy • Health & Safety Policy • Special Educational Needs (SEN) policy • Staff Handbook • Admissions Policy • Whole School Safeguarding Policy

This accessibility plan has been drawn up in consultation with the management of the School in line with Schedule 10 of the Equality Act 2010 and covers the period from 1st September 2026 – August 2027 and has been updated to reflect our new Sports Hall extension which includes an accessible ramp, disabled toilet and shower.

Ethos and aims

West House ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's [Special Educational Needs and Disability (SEND) Policy] sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's [Special Educational Needs and Disability (SEND) Policy 2025] outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our

pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

School Layout and facilities

West House School is committed to making reasonable adjustments to allow disabled pupils to access educational provision the School. The school occupies a five acre site consisting of 6 separate buildings of several stories. The buildings do not have lifts. Teaching in Pre-Prep takes place in their own classroom but pupils have to move around the site for certain classes and to the lunch hall. They have to negotiate, steps, stairs and uneven ground. Teaching in the Prep Department takes place in fixed classrooms for each subject which means pupils move widely around campus. This requires pupils to go from classroom to classroom, often under tight time pressures using steps, stairs and uneven ground.

How the plan is constructed

The School has an Education Committee. The committee's terms of reference are:

- to review, annually, the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- to approve the School's SEND policy
- to prepare the School's accessibility plan
- to review such plans and policies as necessary and at least on an annual basis.

The plan considers the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions

- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

Admissions and Disabled People

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of West House School. Treating every child as an individual is important to us, and we welcome pupils with physical disabilities provided that they can cope with our site.

We advise parents of children with physical disabilities to discuss their child's requirements with the school before he or she is enrolled so that we can make adequate provision for him/her. Parents should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements.

On Entry

Each pupil with a disability requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child before they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the school. Copies of the school's SEN policy may be requested by any parent or prospective parent. Where the school recognises that, having considered reasonable adjustments that may be made, it is not equipped with either the specialist facilities or expertise to address the individual needs of a pupil, the parents will be informed that this is the case.

Physical Accessibility

Parents and prospective parents of disabled children may wish to obtain copies of West House's Accessibility Plan from the school. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

West House School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings on a scattered site. We aim progressively to introduce more facilities for wheelchair users as our plans and budgetary constraints allow.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) Learning and teaching:

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided where possible
- ✓ Individual targets and IEPs ensure aptness of teaching and learning strategies
- ✓ Targets will be monitored regularly
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using or SONAR tracking system, combining all assessment data from GL Assessments and CEM, we are able to track and analyse the achievement of all pupils from Reception to Year 6
- ✓ Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies
- ✓ Provision of specialist or auxiliary aids and equipment

(b) The building and grounds:

- ✓ Ensuring all adjustments to current buildings are DDA compliant
- ✓ Denote hazards for the visually impaired
- ✓ Flexibility of seating arrangements to suit need

(c) Communication methods

- ✓ Use of interactive whiteboards
- ✓ Use of ICT resources by pupils
- ✓ Visual timetables for some pupils
- ✓ Engage Parent Portal for Letters to parents.
- ✓ Pupil timetables available on Engage Parent Portal
- ✓ Diary and news pages on the school website
- ✓ Informal discussions with parents
- ✓ Telephone messages and conversations with parents
- ✓ Class Dojo and Family in Early Years
- ✓ Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

How the plan is reviewed and monitored

The School's Senior Management Team will review the Action plan internally and put forward any recommendations to the Education committee for agenda at meeting, with costs and timescales.

There is a formal review of the implementation of the plan at the Spring meeting of the full governing board. A full report is provided to this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years or when the physical environment dictates.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the School Bursar via jo.robinson@westhouseprep.com. The School's Complaints Procedure will apply where concerns cannot be resolved informally.

Improving access to the physical environment

Where there are pupils or staff with physical disability attending the school, whether permanent or post operation, they will be provided with a Personal Emergency Evacuation Plan (PEEP).

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	Summer holiday projects: Main School rear staircase 2026	Bursar overview	• Lighting • LED lights around school with cool light in classroom • Stair nose treads • Grab rails • New emergency light on stairwell Woodbourne
	To clearly mark potential hazards	Edges of all steps and hazards to be painted in yellow. Clear signage around the site.	Annually painted in Summer holidays	Bursar Caretaker	• Fewer accidents • Visual inspections
	Ensure the security of school in and out of school hours	Monitor and review: CCTV Paxton card access	Annually June As required, when staff leave or join	Office staff Bursar	• EYFS new CCTV cameras Summer • New CCTVs quiet area, MUGA. • Rolling replacement of cameras to new IP

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	To ensure ICT resources are available for all pupils.	The ICT suite is situated on the first floor of the Centenary Building. Whilst there is a wireless/wired network available throughout the school this needs to be upgraded to ensure effective access throughout the site.	September Annually	Bursar IT consultant	- Upgraded Wifi - All children can access ICT resource subject to filtering and monitoring protection
Medium Term	Review existing building plans to incorporate accessibility provision.	Sports Hall Extension works	April 25-Oct 25 Completed 1 December 2025	Bursar Fusion ltd	- New wider path by sports hall and removal of steps to allow access by wheelchair - Carpet pile low - New disabled wc and shower
	Continue to audit the School's physical environment and assess possibility of improving disabled access for any new build or alterations	An on-going commitment to ensuring that any changes to facilities can be improved for those with physical disabilities	New builds or alterations improve disabled access. New Minibus Lite Summer 2025 including ramp access	Governors Bursar	Ongoing when projects arise.

Long Term	Investigate the use of and installations of portable hearing loops	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.	If need arises	Health and Safety committee	Quotation to be obtained when required
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Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	All extra-curricular activities are planned to ensure the participation of as wide a range of pupils are possible	Review all out-of-school provision to ensure compliance with legislation. Continue to audit the take up of activities by those with disabilities and discuss if this can be improved. Discuss with parents	Review each September– in line with changes in pupil needs.	SENCO PA to Headmaster	Increased access to school activities for pupils with SEND.
Medium Term	Monitor CPD ensuring all staff have relevant training to meet the needs of the pupils with SEN and disabilities in their class and the school	Head, Director of Studies and SENCo to liaise regarding the pupils in the school with SEND. SEN dept to provide staff with information of specific individual needs. Training to be sourced and arranged as required, including IAPS iLearning, TES, NDNA for early years	Annually at appraisal and ongoing in line with changes in pupil needs	SENCO	

	Increase access to IT to use in class	Use chrome books, laptops and computers for pupils to produce their work on. Use of voice activated software if applicable Extend use of specialist programmes to support learners such as Lexia and Touch type read and spell, possibly within timetabled lessons.	Review September annually	Headmaster Deputy Head for curriculum planning	
	All pupils with SEND have access to specialised equipment, aids and resources to access the curriculum.	Review and replace resources as required. Purchase equipment recommended for individual pupils and or work with outside agencies to source equipment or funding when necessary.	Review September annually or as when pupils join	SENCO	
	Classrooms are optimally organised to promote the participation and the independence of all pupils.	To review classroom furniture and layout of each room Left handed scissors and specialist equipment if required.	Reviewed September annually when cohort known and classes used	SENCO Teachers	- Learning environment supports needs of all pupils - Year 3 and 5 swapped classes Sept 24 due to class size and accessibility.
	Teaching Assistants allocated to classes to ensure the needs	Teaching Assistant allocation is reviewed annually in September based upon the	Review September annually or as	Headmaster Deputy Head	-allocated TA to work specifically with SEN children with ISEY

	of pupils with disabilities are met.	needs of each class. Teaching Assistants are recruited ensuring their knowledge and skills match the needs of the pupils.	when pupils join		funding or EHCP both in nursery and school
	To provide SALT support for learners	External SALT Consultant to attend fortnightly to provide therapy to pupils but also to plan work programmes and offer training and support to staff to deliver these sessions.	Review September annually or as when pupils join		
Long Term					

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	To support understanding of the school day.	Use of visual timetables and task boards for pupils where required	Pupils are confident about the routines of school day	September annually	Pupils understand routines of school day. Specific visuals for EHCP child in Pre Prep
Medium Term	To improve communication with all parents	Informal discussions with parents	Ongoing	Head Bursar	-parent engagement improves.

		Newsletters to parents Telephone messages and conversations with parents. Use of email and Engage Parent portal Greater use of new MIS system: Engage for sharing information.			- Added to SEF to include new transfer meetings Year 2-3, and more opportunities for parents to meet the teacher.
	Raise the awareness of adults working at and for the school on the importance of using a range of communication systems according to individual needs.	Monitor and review training in signing, communication in print, alternative recording methods and using ICT	On-going next review September annually	Head SENCo Bursar	
	To facilitate ease of access to the school.	Clearly labelled disabled parking signs to be placed in close proximity to the main entrance door to facilitate ease of access to the school.	Ongoing	Head Bursar.	Parking in Woodbourne will be available for accessible access to Duce hall for events.