

**The Croft Preparatory School**  
**SCHOOL ACCESSIBILITY PLAN**  
**1 September 2024 – 31 August 2027**

Reviewed (SMo)	30 October 2024
Approved Peer Review	n/a
Approved SLT	05 November 2024
Approved Board	XX November 2024
Next Review	[MM] 2027

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to the Board, Facilities Manager and Governing Committee.

Notwithstanding the above delegation, the Proprietors retains ultimate responsibility for how the statutory functions are executed.

## **Introduction**

The School's Accessibility Plan is drawn up in accordance with the planning duty as specified in the Equality Act (2010). In addition, it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils, staff and parents". Schools have had a duty to provide reasonable adjustments for pupils with a disability since 2002, originally under the DDA and, from October 2010 under the Equality Act, and this plan shows how the Croft School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors. It also identifies the ongoing actions of the staff and Governing Committee to ensure access to education for disabled pupils.

This Accessibility Plan, produced for the 3-year period detailed above, is implemented as a rolling programme, and is reviewed annually by the Board, SLT and the Governing Committee. After 3 years, the plan will be rewritten.

## **Contextual Information**

The Croft Preparatory School has been in its current location since 1986. The site spans 30 acres with the majority of the school accommodated in converted farm buildings and stables. Mundell Court is a two-storey building, completed in 2007. This building incorporates a disabled toilet and lift for accessing the upper floor. The Theatre/Sports Hall was refurbished in 2009. The Pre-Prep building has a small step, at all entrances; however, a mobile ramp is available for wheelchair users here. The main Art Room is currently only accessible via a flight of stairs. Following a school fire in 2018, the kitchen and dining room block and the first-floor office space in this building were completely renovated. The Prep Staff room relocated to the first-floor space and is now only accessible by stairs, however, there is a second staff room in the Pre-Prep building.

### **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

At present we have no wheelchair dependent pupils, parents or members of staff, although this can occur from time-to-time due to fractures or other serious injury.

### **Things we already do well**

Before setting out our Accessibility Plan, it is important to recognise aspects of our practice, policy and procedure which already support the needs of disabled individuals, and to acknowledge where we have succeeded in realising goals from previous Accessibility Planning.

- Children are taught in small classes, allowing for their individual needs
- Staff provide differentiation, support and challenge in the classroom
- Specialist Learning Support staff provide tailored assistance for pupils where necessary
- EAL mentors can provide help and support to children with English as an Additional Language, as well as positively promoting the diverse cultural backgrounds of these pupils, who enrich the school community as a whole.
- Pupils are provided with excellent pastoral support, through our carefully developed pastoral framework

- Our admissions process gathers information about any disability or health condition early in communications with new parents/carers, to ensure that we can accommodate differing needs effectively
- The website allows for easy navigation and clear communication, with key school documentation and policies accessible via this platform
- As a School we are committed to making reasonable adjustment to all stages of the recruitment process, and to job roles, to make them more accessible to applicants who have a disability

### **Action taken during the period March 2021 – February 2024**

During the 3-year duration of the last Accessibility Plan, the following were implemented:

- A new, additional disabled toilet facility has been fitted on the school site
- The Science and Engineering suites have been relocated to a new location where pupils with mobility issues could be better accommodated through lift access
- Through the classroom moves, the school has created an additional breakout space for Prep children with SEND, this is accessible via ramp access
- Doors have been replaced where required to be compliant with the latest fire regulations, all doors have been fitted with thumb turns and are easier to operate for those with a physical disability.
- A school counsellor was contracted to provide additional psychological support to selected pupils
- Action has been taken to ensure all pupils are able to access all school trips and take part in the full range of activities
- The Nearly New Uniform Shop has been relocated to a different space, this is accessible to all and has wheelchair access
- A variety of ramps have been purchased by the school to ensure that on the rare occasion pupils are in wheelchairs, they have access to all the school site
- A new management information system was implemented (Engage). All information relating to SEND is now easily accessible to all staff members via this secure system

### **Action Plan Requirements**

This Accessibility Plan sets out the action to increase access to education for disabled pupils in the three areas required by the planning duty in the Equality Act, namely:

- To increase the extent to which any disabled pupils can participate in the school curriculum
- To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils, staff and visitors are able to take advantage of education and benefits, facilities or services provided or offered by the school
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This Plan also considers the access of the school facilities for staff and visitors.

### **Key Objectives of the Action Plan**

The school's objectives are to reduce and eliminate all barriers to access to the curriculum and provide full participation in the school community for any pupils, and prospective pupils with a disability. The school also aims to ensure the full participation of any staff or prospective staff members with a disability, and visitors.

### **Consultation**

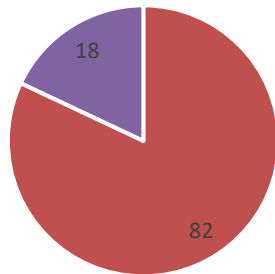
Before drawing up this 3-year plan, the views of staff members and parents/carers were taken into consideration. A series of questions were asked as follows:

Are there any improvements you would like to suggest regarding the issue of accessibility? These might be related to the:

- physical access of the school site?
- the information we provide?
- our educational provision (including school trips or extracurricular activities)?

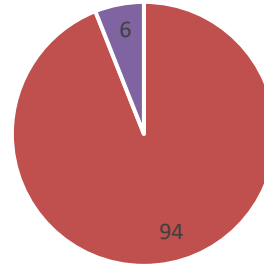
The responses from parents when asked if they were happy with the accessibility are shown below:

Physical Access to the School Site



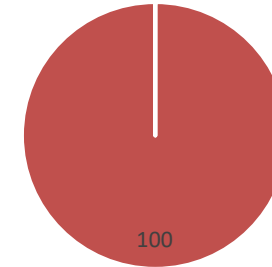
■ Yes ■ No

Access to Information



■ Yes ■ No

Access to Education Provision



■ Yes

### Associated School Policies

The School's Accessibility Plan will contribute to the ongoing review and revision of related School policies, ie

- The School Improvement Plan (SIP)
- The Curriculum Policy
- SEND Policy & Information Report
- Equal Opportunities Policy
- Health & Safety Policy
- Shelter In-Situ Policy

## **Action Plan**

In brief, the Action Plan is structured around the following three areas:

### **School Curriculum**

The school will continue to seek and follow the advice of all relevant educational advisory services, including specialist teachers and advisers, SEND inspectors and appropriate health professionals from the local NHS trusts.

### **Physical environment**

The school will take account of the needs of pupils and visitors, physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the school site and buildings, such as improved access, lighting, acoustics, colour schemes, and more accessible facilities, fixtures and fittings.

### **Provision of Information**

The school will continue to make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## SCHOOL ACTION PLAN FOR 1 September 2024 – 31 August 2027

<b>Time Frame</b>	<b>Objective</b>	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Goal Achieved</b>
Short Term	Extra access from Tiddington into school for pedestrians	Facilities Manager	Contact the local council regarding the possibility of a footpath/bicycle route from Tiddington into the school.	Ongoing	TBC
Short/ Medium Term	Improved communication platform for parents to access all information in one place.	School Business Manager	The Reach More Parents App has now been launched with the aim of improving communication at the request of parents.	Ongoing	The App is now live
Short/ medium Term	Introduce an objective measurement to assess the efficacy of Learning Support Assistant interventions	Head of Learning Support	Develop and introduce systems to enable the objective measurement of pupil interventions as provided by Learning Support Assistants  This will enable the school to improve tracking of pupil progress and will provide information about the efficacy of these interventions	Ongoing	Objective data is available to measure the effectiveness of Learning Support Interventions
Medium term	Assessment shows SEND children are making accelerated progress Termly progress meetings  Termly assessment	SMT	Introduction of termly progress and assessment meetings	Academic year 2025-2026	School can assess, measure and respond to pupil progress

Ongoing	To assist with car parking at large school events	Facilities Manager	All school events to be marshalled by the Estates Team to allow for better car park access, pre-prep playground to be used as an overflow car park allowing more vehicles on site.	Ongoing	This has been trialled in 2024 and has had good feedback from parents. This will be continued.
Ongoing	To ensure blue badger holders have access to disabled parking bays on site	Facilities Manager	Random spot checks to be completed at pick up and drop off times.	Ongoing	Ongoing improvement
Ongoing	Increase confidence of all staff in differentiating the curriculum	Senior Leadership Team	Use the annual staff PPD review to assess staff training needs  Ensure that any gaps in knowledge or ability are addressed via peer support, training modules or external CPD	Ongoing	Pupils' outcomes are improved through confident and well trained staff
Ongoing	The school is aware of the access needs of SEND pupils, staff, governors, parent/carers and visitors	Senior Leadership Team, Head of SEND and the HR Manager	To continue to create and improve access plans for individual disabled pupils as part of the IEP process when required  Be aware of staff, governors and parents access needs and meet these as appropriate  Continue to consider access needs during recruitment process	Ongoing	IEPs in place for SEND pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Ongoing	Improve external and internal environment access for visually impaired people	School Business Manager	Renew yellow strip mark step edges regularly  Ensure internal and external lighting is regularly checked	Termly check	Visually impaired people feel safe in school grounds and in school buildings

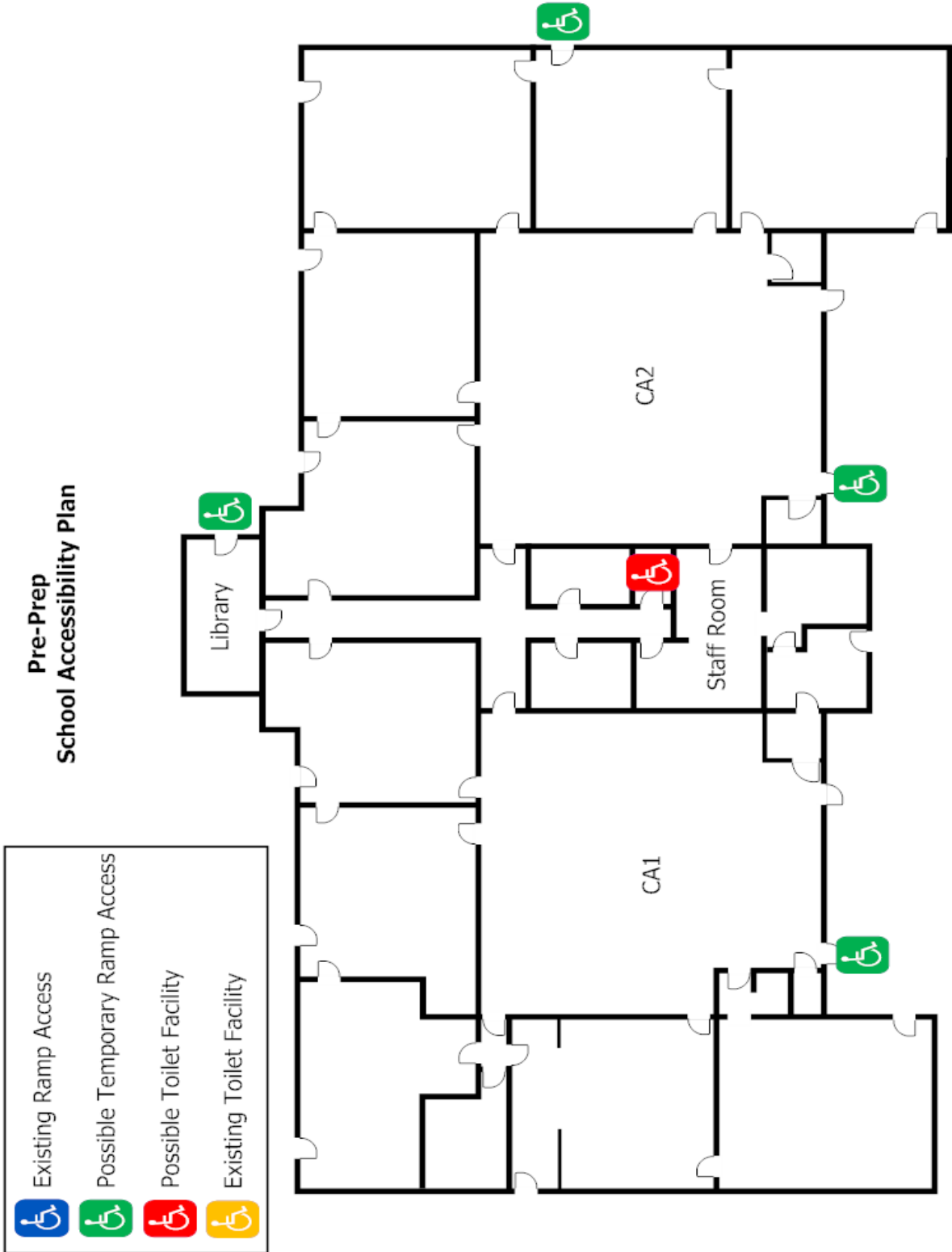


			Ensure good housekeeping to avoid obstacles which could cause slips, trips and falls		
Ongoing	Ensure staff or pupils with additional needs are considered in relation to crisis management protocols and emergency evacuation	Facilities Manager	<p>Any staff or pupil who requires a Personal Evacuation Plan will have this drafted by the Facilities Manager</p> <p>The Crisis Management team to consider additional needs when drawing up protocols to follow in the event of a crisis situation (See Shelter In-Situ Policy)</p>	<p>PEP – ongoing as and when needed</p> <p>Crisis Management – table annually</p>	Staff and pupils with additional needs are safe in the event of a crisis or emergency evacuation
Ongoing	Physical environment of school environment	Business Manager & Estates Manager.	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings</p> <p>In particular, the following areas of the school are noted:</p> <p>the steps from the LC area down into the gardens are difficult for younger children to manage. The School Business Manager to assess for a suitable, potentially ramped replacement here in the future</p>	Ongoing	Enabling needs to be met where possible and where funds permit

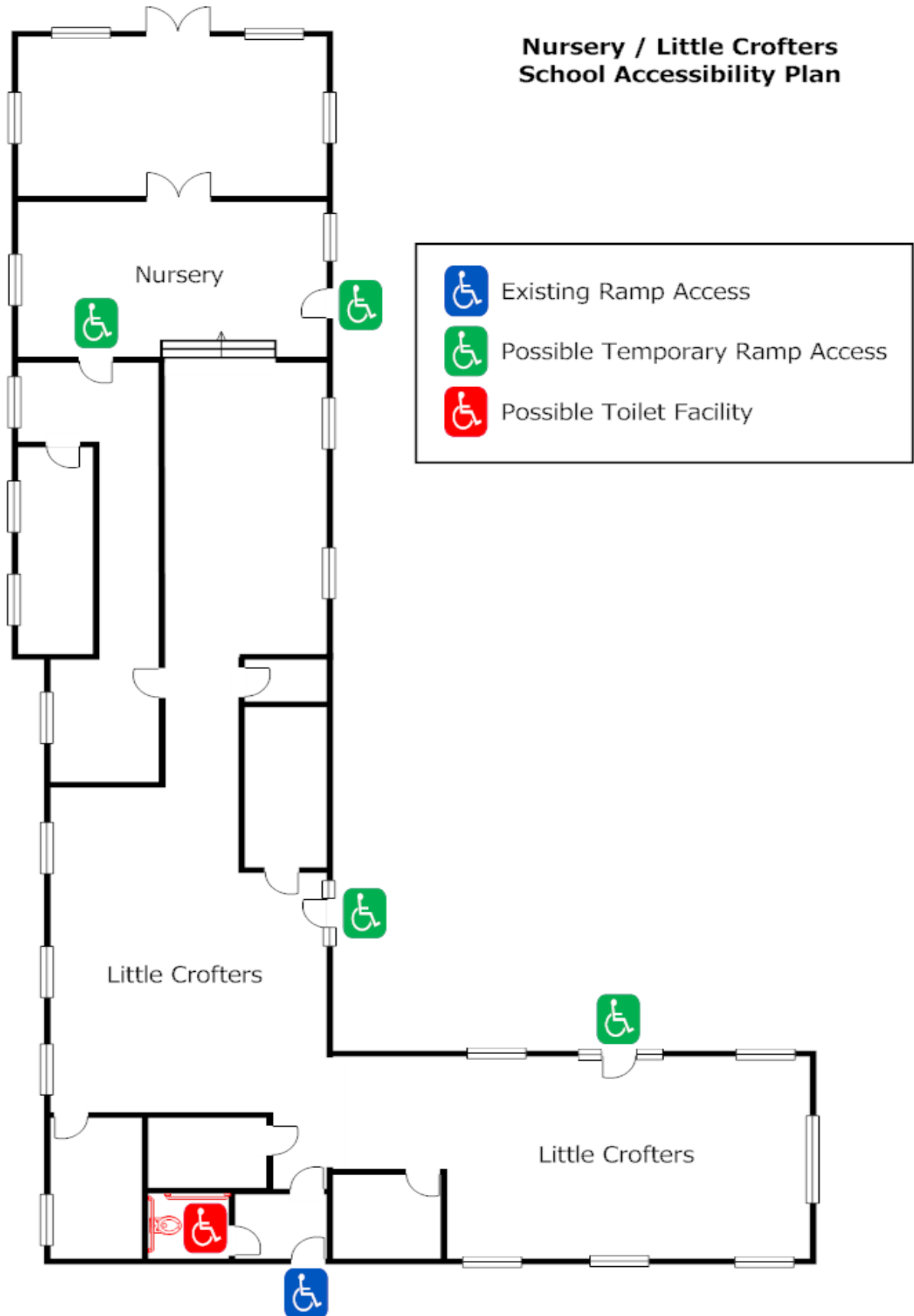
			Permanent ramps to be considered for the theatre and into the Pre-Prep covered areas		
Ongoing	To ensure driveway, roads, and carparks within school are as safe as possible.	School Business manager	<ul style="list-style-type: none"> <li>• Risk Assessment</li> <li>• Signage</li> <li>• Communication with parents via safety messages /Headmaster's communications.</li> <li>• Ongoing vigilance and car park marshalling</li> <li>• Road safety communication via the curriculum and assemblies for pupils</li> <li>• Pot hole maintenance and repair when funds allow</li> <li>• New drop off and collection 'hybrid' system to be introduced from September 2024 to further improve access and control of vehicles on site</li> </ul>	<p>New collection and drop off system to be introduced from Sept 2024</p> <p>Pothole repair to be assessed Autumn 2024</p>	<p>No accidents</p> <p>Disabled car parking spaces available for disabled drivers when they need them, not blocked by other users</p> <p>Safe speeds and careful driving on the site</p>
Ongoing	Continue to ensure availability of written material in alternative forms (braille, large print etc).	School Business Manager	<p>Maintain contact with the RNIB regarding translation of key school documents into Braille</p> <p>Large print formats can be provided on request</p>	Ongoing	School able to deliver information in different formats to pupils and parents with disabilities

## **Review and Communication**

The Proprietors have overall responsibility for the Accessibility Plan. The plan is reviewed at least annually by the Board to ensure progress is being made. After 3 years, the plan will be rewritten. A copy of the Accessibility Plan is available from the School Office, and on the School Website.



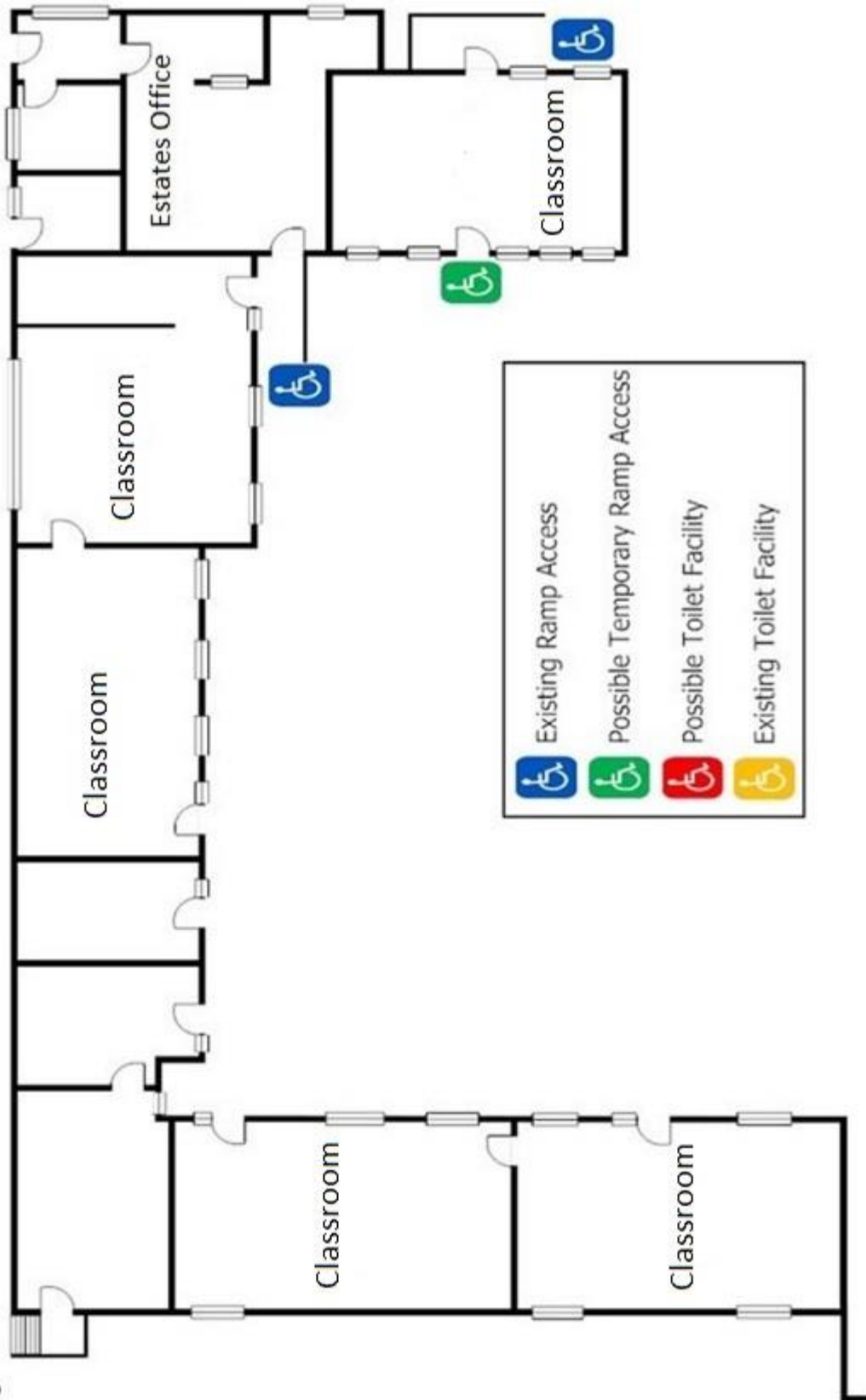
## Nursery / Little Crofters School Accessibility Plan



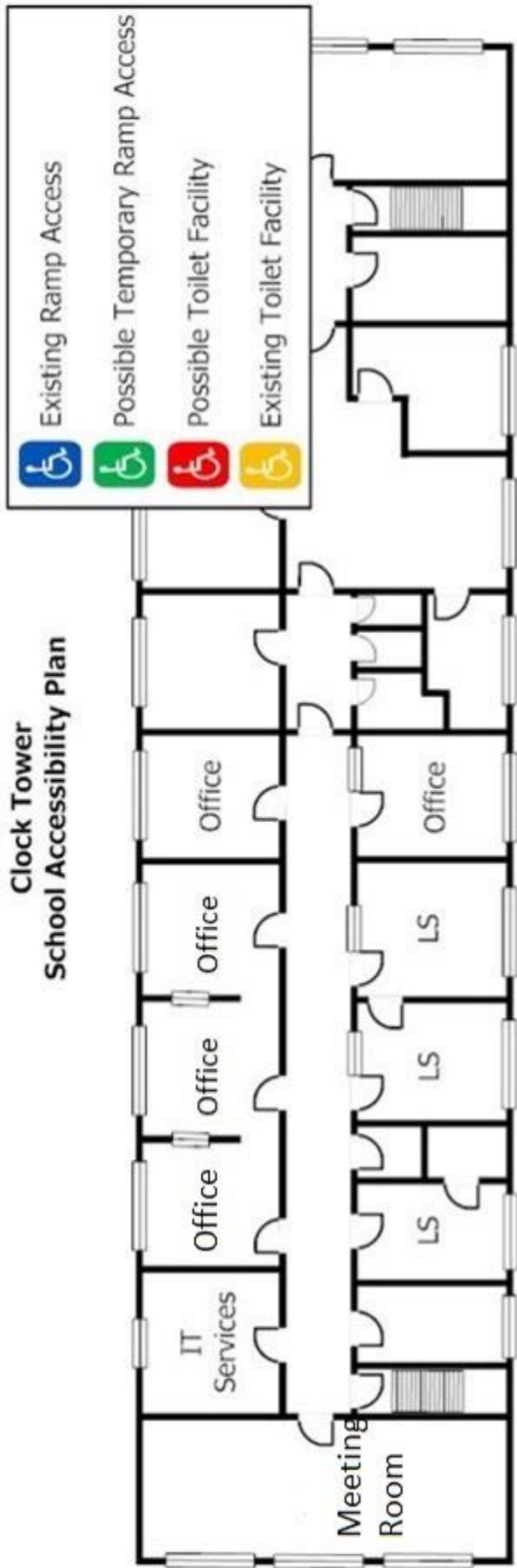
Administrative Block / Library  
School Accessibility Plan



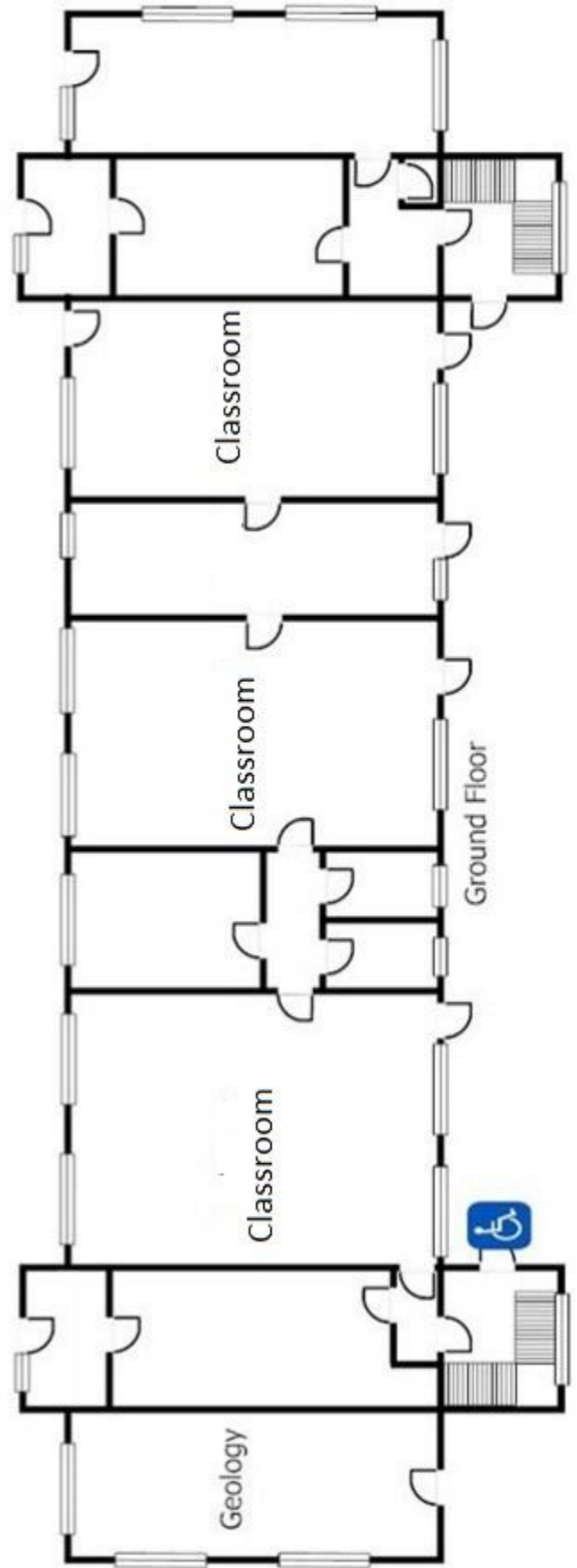
Prep (English / Year 4 / Estates Office)  
School Accessibility Plan



**Clock Tower  
School Accessibility Plan**

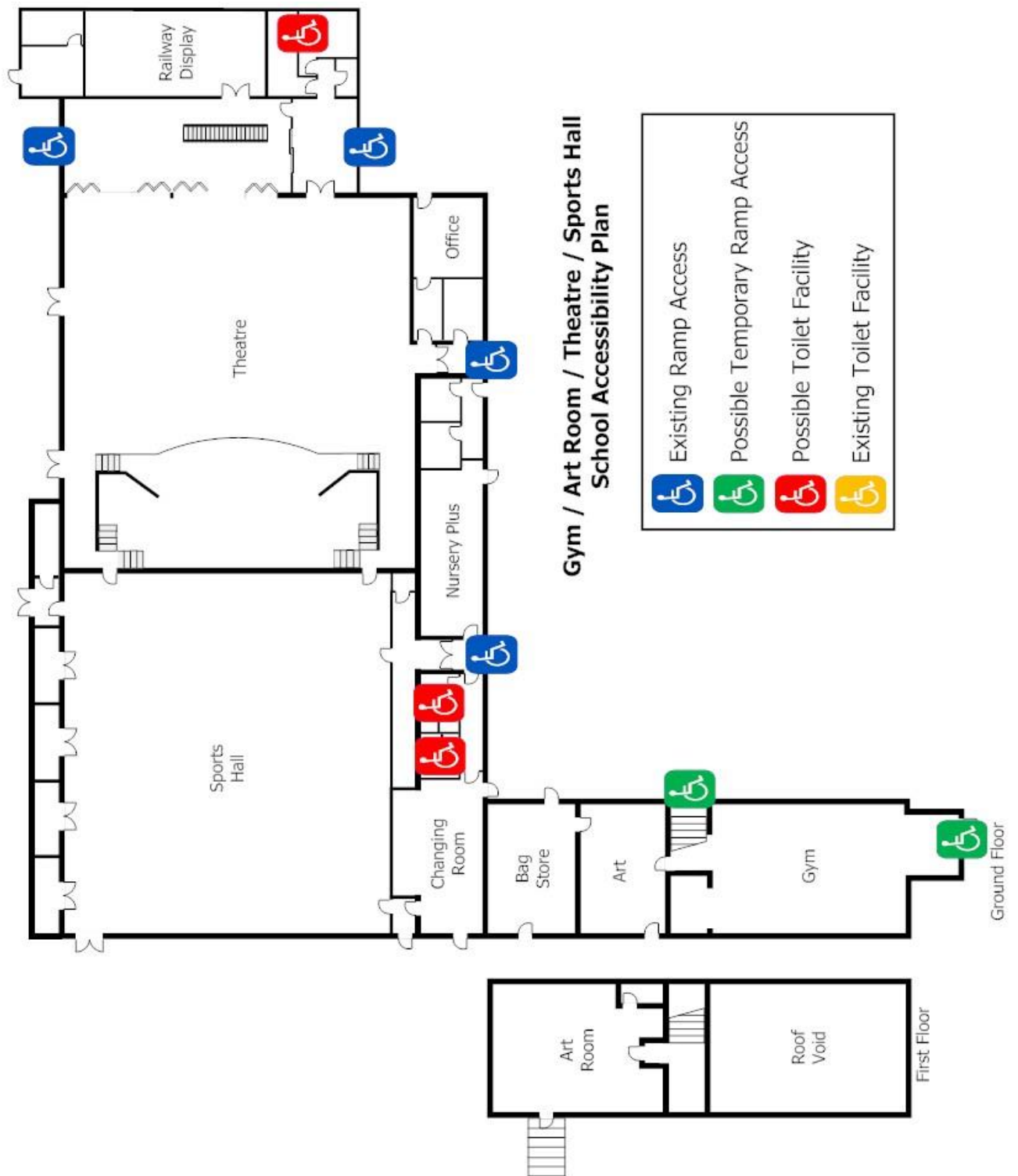


First Floor

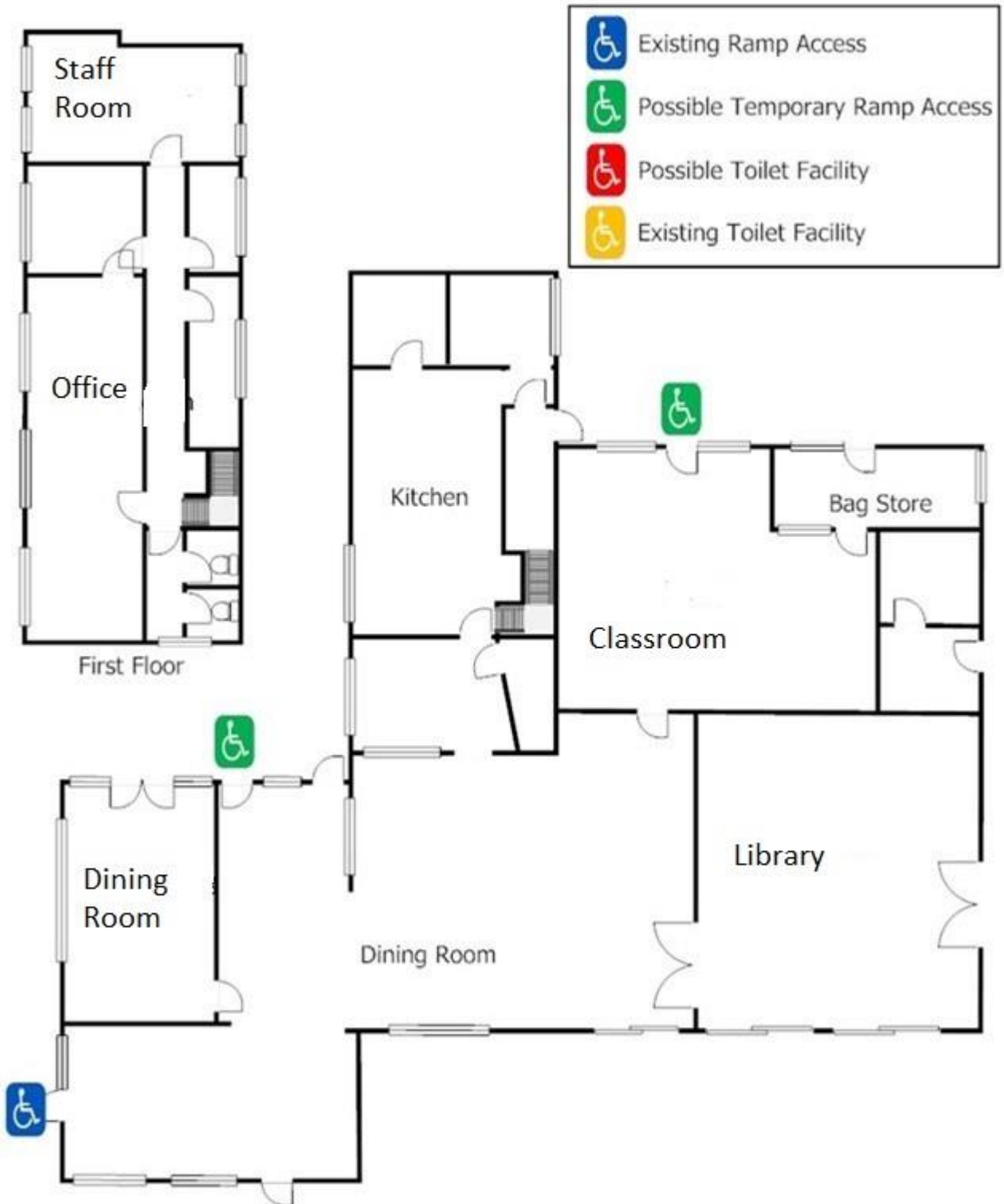


Ground Floor

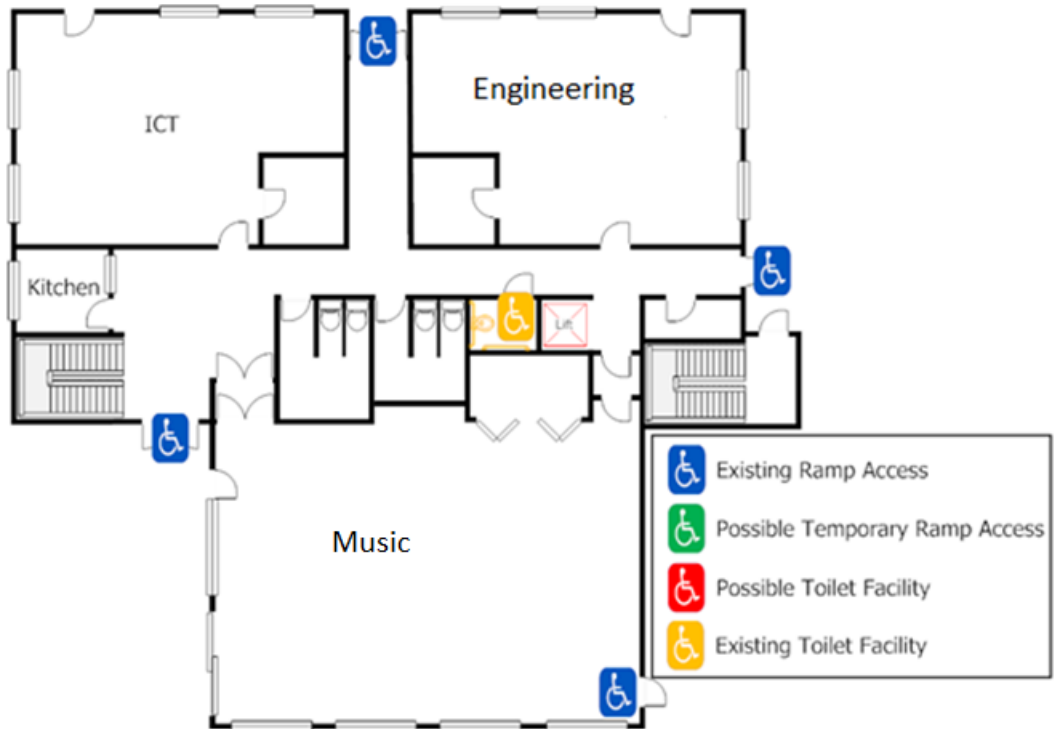




Prep / Dining Room / Kitchen / Library / Staff Room  
 School Accessibility Plan



Mundell Court (Ground Floor)  
School Accessibility Plan



Mundell Court (First Floor)  
School Accessibility Plan

