



Glendower Preparatory School

Accessibility Plan

Set: March 2021

Reviewed: September 2025

Next Review: September 2026

ACCESSIBILITY PLAN

Plan Written: March 2021
To be reviewed annually
Next Update: January 2026
Staff responsible: Ms S. Dennis, SENDCo
Dr S Platts, Bursar

Approved and ratified by the Governors after they had been supplied with the School's Accessibility plans/policies and procedures and reviewed the efficiency with which the related duties have been discharged.

This policy also provides for those children in the EYFS.

To be read in conjunction with: Special Educational Needs and Disabilities Policy with Appendix 1:
Pupil use of laptops agreement
Able, Gifted and Talented Policy
EAL policy
Equal Opportunities Policy
Diversity Equality and Inclusion Policy
Admissions Policy

ETHOS AND AIMS

Glendower strives to be a fully inclusive and welcoming school.

We aim

1. To encourage socially-aware, inclusive and responsible citizens.
2. To inspire our girls to be autonomous and resourceful learners.
3. To promote reflective learning and intellectual curiosity.
4. To develop courage, perseverance, and resilience.
5. To foster positive and kind relationships.
6. To prioritise an ethos of responsibility for learning and actions.
7. To offer a broad and intellectually stimulating curriculum including sport, art, music, drama, and STEM.
8. To spark freedom of choice and thought so that our girls go on to become gamechangers.

Glendower is academically selective and welcomes all girls who can make the most of the opportunities offered and flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every girl the best possible start in their school career. [Our Admissions Policy](#) seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities.

Those girls whose special educational needs and disabilities (SEND) are suited to the curriculum offered at Glendower Preparatory School are welcome provided that the Learning Support Department can provide them with the help and support they require. The Learning Support Department is staffed by the Special Educational Needs and Disabilities Coordinator (SENDCo), for the whole school who is qualified to teach children with specific learning difficulties such as dyslexia, dyscalculia, ADHD etc. There is a SENDCO for EYFS and a SENDCo for the Pre Prep School. The SENDCos manage and coordinate all aspects of Glendower's SEND provision. The whole school SENDCo is based in the Learning Support Room and works closely with the Senior Leadership Team (SLT), class teachers, a number of Teaching Assistants (TAs) who support children with SEND, and with parents/carers. The SENDCos oversee assessment of the needs of children with SEND and plan appropriate support and interventions to support their needs. They organise and liaise with a range of external professionals and outside agencies and ensure that the advice and planned strategies recommended by the professionals are implemented and reviewed. The SENDCos liaise with staff regularly and monitor the progress pupils make in their everyday classwork and in 1:1 SENDCo lessons. Pupils are monitored termly to assess progress relating to their personalised targets.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. Among our staff and pupils, we promote the importance of

using language that does not offend and we ensure that positive examples of disability are portrayed in teaching materials.

Glendower is housed in two listed Victorian buildings each with seven floors. There is no space for an internal lift and little scope for an external lift apart from pavement to basement and planning permission for this has been rejected as the building is listed. The school is therefore not suitable for severely physically disabled pupils, staff or visitors (e.g. those in wheelchairs).

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

Glendower is committed to treating its pupils and applicants fairly. Under the [Equality Act 2010](#), we have a duty to make [reasonable adjustments](#) for pupils and applicants who are disabled when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. 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). Impairments include 'long-term physical conditions' such as diabetes and asthma, mental-health conditions such as depression and bipolar disorder, learning difficulties such as dyslexia, neurodiversity such as autism and learning disabilities such as Down's syndrome. Also included, in some circumstances, are people with cancer and multiple sclerosis. A person 'with a severe disfigurement will be protected if they can show that it has a substantial adverse effect on day-to-day activities'. (Equality Act 2010: What Do I Need To [Know? Disability Quick Start Guide](#), p.4). In most cases, disability will have lasted or be likely to last for 12 months or more.

Glendower recognises that every child is unique. This policy does not seek to cater for every situation. It is intended as a general statement of the principles we apply when making **reasonable adjustments** for disabled pupils, and the factors the school takes into account when considering requests for **reasonable adjustments** to be made. The school has an active monitoring policy and will do its best to make **reasonable adjustments** to take account of an individual pupil's needs, within the constraints imposed by its historic and listed site.

At the time of reviewing this policy in January 2024 Glendower has no pupils with an Education Health Care Plan. There are no Looked after Children (LAC) and three pupils on the SEN register who also have English as an Additional Language (EAL). There are 22 pupils on the special educational needs register. We have three pupils who take medication for ADHD and ADD. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities such as school trips.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have

. Where we do have member of staff with medical disabilities we would, as far as possible, make

reasonable adjustments to ensure they could undertake their job with minimum inconvenience.

Examples of **Reasonable Adjustments** made at Glendower Prep School

- The use of blue tinted paper where needed to help alleviate visual stress.
- Availability of coloured overlays.
- Staff know how to tint the screen of Smart Boards to alleviate visual stress.
- Pupils are shown how to tint the screen on their Surface Go.
- A pupil with hypermobility and/or other specific learning difficulties will learn to touch type..
- SENDCo requests access arrangements for 11+ exams.
- Pupils who seek movement or feedback can take movement breaks and use a fidget toy.
- SENDCo gives visual prompts and notebooks to pupils to support them when learning independently.
- Seating a pupil near the front of the classroom.
- An adult draws the margins in the maths book for pupils with DCD or similar.
- Providing Move 'n' Sit cushions and/or kick bands.
- Provide pupil with a pencil grip or a Rockyt Writer pencil.
- Staff can access the pupil profile of an individual which outlines support including reasonable adjustments which can be given in the classroom/on the sports field/in the playground.

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- 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
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The SLT has been instructed to undertake the following:

1. to review regularly the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled. This will be a matter for discussion by the Health and Safety Committee on a regular basis.
2. 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
3. to prepare the School's SEND Policy
4. to prepare the School's Accessibility Plan
5. to review such plans and policies as necessary and at least on a regular basis.

We will regularly monitor the success of the plan.

The SLT have carefully considered, and will regularly monitor, the following:

- 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
- Safeguarding
- Welfare

If and when it becomes necessary, the School will consult the Deputy Heads and Heads of EYFS and Pre Prep School 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.

HOW THE PLAN IS REVIEWED AND MONITORED

The results of continuous monitoring of the above have informed the action plan below, which relates to the following ISI Regulatory Standards on special educational needs and disability:

3(2) An accessibility plan is a plan for, over a prescribed period— (a) increasing the extent to which disabled pupils can participate in the school's curriculum, (b) improving the physical environment of the school 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, and (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

	Targets	Action and Resource Required	Timescale and cost	Responsibility	Outcome/Evidence of Implementation
Short term	Consider whether furniture and equipment is selected, adjusted and located appropriately. Look at lighting, colour schemes, acoustics, evacuation routes. Make arrangements for visitors with physical disabilities or injuries who cannot use stairs.	Provide blue tinted paper. SENDCo to provide pencil grips, Move 'n' Sit cushions, kick bands and writing slopes Risk Assessment prepared Site Manager to assist as necessary	Est £6 per pack of 500 15 kick bans £24.95 8 Move 'n' Sit cushions £192	SENDCo Bursar and Site Manager	SENDCo provides these specialist resources when a professional such as an occupational therapist has recommended the item and when it is obvious to staff that a pupil is, for example, seeking movement. Visitors who cannot use stairs have limited access to Glendower.
Medium term	SENDCo makes arrangements for the reasonable adjustments requested by professionals such as educational psychologists and occupational therapists to be actioned and alerts staff.	Ensure staff know which pupils require extra time for exams and tests	Ongoing	SENDCo	A level playing field is achieved for pupils with specific learning difficulties
Long term					

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	Improve access to the curriculum for those with specific learning difficulties and/or neurodiversity	Provide one-to-one access to specialist teacher	No charge for 1:1 lessons with SENDCo as it is a reasonable adjustment. July 2023	SENDCo	Pupils understand their strengths and learn strategies to remove barriers to learning. Pupils introduced to executive function skills.

		When a professional has recommended that a pupil learns to touch type the SENDCo will give a list of recommended courses to the parents of the child and the child will join the school touch typing club.	£299 per year cost to school. Ongoing	SENDCo	11+, written classwork and homework can be done on a laptop computer.
Medium term	Improve access to PE curriculum for partially sighted pupils	Research use of suitable equipment.		Head of PE	Improved participation
	Improve access to PE curriculum for pupils with hearing difficulties	Ensure through questioning that child has heard what the teacher says.		Head of PE	Improved participation
Long term					

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	Consider how information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally. Improve provision of written information to blind/partially sighted pupils	Glendower does not currently have any such pupils; however, reasonable adjustments would be made if required	As necessary	SENDCo	Participation by pupil in the curriculum
Medium term					
Long term					

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. The plan should be read in conjunction with the School's Admissions Policy and SEND Policy.